ELEMENTARY LESSONS IN EVERYDAY ENGLISH

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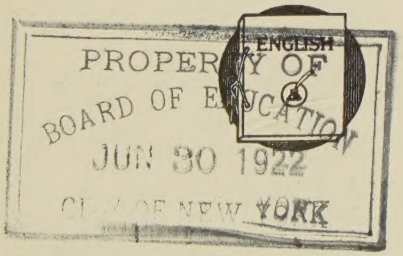
ELEMENTARY LESSONS
IN
EVERYDAY ENGLISH

BY

EMMA MILLER BOLENIUS

Formerly Instructor in English, Central Commercial and Manual Training High School, Newark, N.J.

Author of "Everyday English Composition"



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BOL. EL. LESS. IN EV. ENG.

W. P. 5

PREFACE

THIS is a practice book in elementary language. It is adapted to the child's abilities and to classroom requirements.

The three main objects of the book are: (1) to make correct language habits automatic; (2) to develop the child's thinking power and to give him richer backgrounds of life; and (3) to make him enjoy his work in language by weaving it around the doing of real things — projects.

The book contains work for three years of the middle elementary grades, developed in twenty projects. Around the projects are woven the various exercises: thought-getting and observation, organization of ideas and outlining, conversation and formal talks, study of models, writing of letters and paragraph themes, critical exercises, technical matter, copying and dictation, dramatization, word study, and handwork. Many formal talks and pronunciation exercises are provided throughout the course. While the pupils are guided toward a definite goal, yet provision is given for exercise of their own initiative.

The special features of the book are:

1. *Sixty projects adapted for class work* — each providing opportunity for "purposeful activity" on the part of the class.

2. *The socialized recitation* — club organization, class as audience, coöperative group work, program-periods, blackboard class outlines, and voting.

3. *Training in thought-getting and organization* — preventing failure by systematic development of ideas, organizing of ideas, *oral expression* in conversation and formal talks, and *writing* as the climax.

4. *Supervised class work* — much work in outlining, compositions, and letters built up in class, thus giving the concrete demonstration that the poorly equipped child needs.

5. *Small units of assignment* — sentence building as well as definite paragraph expression, focused and limited so as to be well within the grasp of the class.

6. *Timely exercises* — developed in such manner as to be opportune for schools having either annual or semiannual promotions.

7. *The illustrative models, fresh material of everyday value* — newspapers and magazines as well as literary selections.

8. *The unique use of pictures* for teaching purposes.

9. *Community interests*, a vital part of the work — Health Crusade, Protecting the Birds, Clean-up Week campaigns.

10. *Americanism emphasized from cover to cover* — in conversation, assignments, dramatizations.

The course is flexible. The teacher can follow the lessons as given in the book, or, if she does not have language every day, she can select one of the two monthly projects, or portions of both, to suit her needs.

In preparing the book the author made an exhaustive study of recent investigations, surveys, and courses of study.

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NOTE TO THE TEACHER. For day-by-day class work in language the two projects a month furnish material for twenty lessons. If fewer lessons are desired, the teacher should select the portions that best supply the needs of her class. In the Contents she will find the essentials in technical matter. If the school year is less than ten months, the teacher should omit a project or two at the end of the year.

Many formal talks are provided. Each talk is preceded by a pronunciation game or drill. This should be rigidly limited to several minutes, and repeated at intervals during the week. When used on the day of the formal talks, it serves to "tune up" the class into a careful mood for enunciation of the talks. The precedent should be established at the start for a talk from *each* pupil, not from a favored few, or even from the majority.

Full references to teaching points are given in the Index.

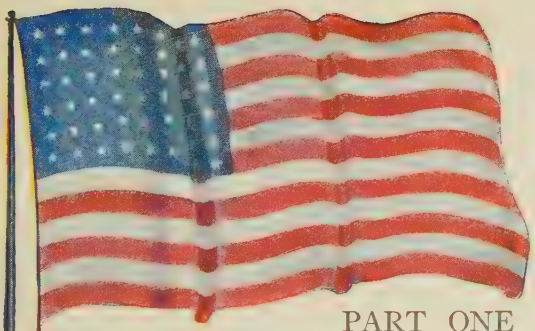
BOYS AND GIRLS

THIS book is going to help you to be better Americans. Did you know that in our beloved United States there are eight and a half million people over ten years of age who cannot speak, read, or write our language? Our country cannot mean the same to them as it does to us, because they do not talk the language of the country.

What can we do about it? We can make it our business to see that all the boys and girls we play and work with speak English and are good Americans, the kind of Americans that make good citizens. This book is going to tell you how to speak the English language as every American should speak it.

This is *our* country. Washington, Lincoln, and Roosevelt are *our* heroes. "Old Glory" is *our* flag. We love them all—heroes, flag, and country. That is because

WE ARE AMERICANS!



PART ONE

PROJECT I. MAKING A LANGUAGE POSTER

1. **Conversation.** Can you see our flag with your eyes shut? How many stars are there? How many stripes? What do the stars and the stripes mean? Tell about an American flag that you have seen.

Our flag belongs to each one of us — to Mary, to John, and even to the little boy and girl from another land who have come to live in this country. How can we show that we love the flag? What things should we never allow anybody to do to it? What are the boys and the girls doing in this picture?

Here is the promise that every good American makes. Talk about what it means. Learn it by heart.

The Flag Salute

I pledge allegiance to my flag and to the Republic for which it stands — one nation, indivisible, with liberty and justice for all.

Pledge means "promise."
Allegiance means "obedience and love."
Indivisible means "not divided."

Rise and give the flag salute.

LANGUAGE

2. **Conversation.** Language is just as much a part of our country as is the land. If everybody but us stopped speaking English and talked in some strange language, this would not seem like America at all. Why not? Could you buy a loaf of bread as easily as you can now? Tell other things that it would be hard to do.

Land and language both make our country.

Here is the flag of language streaming to the breeze. We should guard it as we would the Stars and Stripes. We should not soil it by talking carelessly and using slang. Whenever we misspell a word or talk incorrectly, we drag down our language flag.

We have given our flag salute. Let us now learn a pledge for our language flag, so that we can be real Americans in speech as well as in pride of country. Let a pupil draw this language flag on the board.

A Language Pledge

I pledge allegiance to my flag and to the language for which it stands — the English language, which I pledge myself to speak and to write correctly, a little better each day.

Rise and salute, while a pupil gives the pledge aloud.

3. **Using the Eyes.** We say very proudly, "I am an American!" but do we know how big our country really is and what beautiful things there are to see in it? We could travel from place to place for many years and even then not see all the interesting things in this country.

If somebody asked you to name the most important seas, the plains, the hills, the mountains, the lakes, and the rivers of the United States, what should you tell him? Write them on the board.

What is the most precious thing that we have in this country? It is something that you cannot see, but something that thousands of people have come here to find. That sounds like a riddle. Try to guess it. Perhaps this poem will help you.

Our Native Land

[1] From sea to sea my country lies *
Beneath the splendor of the skies.

[2] Far reach its plains, its hills are high,
Its mountains look up to the sky.

[3] Its lakes are clear as crystal bright,
Its rivers sweep through vale and height.

[4] America, my native land,
To thee I give my heart and hand.

[5] God in his might choose thee to be
The country of the noble free!

Marie Zetterberg Jelliffe

* The number with each stanza will make it easier for you to refer to different stanzas.

4. **Map Study.** Point out on the map some beautiful or wonderful places in the United States. Tell where you went when you were farthest from home. Tell where you would like to go for a trip.

5. **Opening the Mouth Well in Speaking.** When you do not open your mouth wide enough in speaking, your words run together and sound indistinct. Then people cannot understand what you say. Throughout this book you will find games * to help you improve your voice; for speaking well is part of the language pledge.

When you say something to the teacher or to the class, it is well to face the teacher or to come to the front of the room where you can face the whole class. It is polite to look straight at people when you speak to them. It is also polite to speak loud enough to be heard; so open your mouth and let the voice come out.

Horn Game. Open your mouth and sound *ah*, going up and down the scale. Pretend that your mouth is a big horn letting out a full round tone.

A Talk to the Class. Memorize the stanza that you like best in the poem on page 3. Come to the front of the room and recite it to the class. Then tell one of two things: (*1*) Where you went when you were farthest from home, or (*2*) What you would like to see in our country some day. The whole period will be devoted to talks, and each pupil will speak.

---

* All games should be limited to several minutes and repeated as needed. In this book a pronunciation game is placed before each talk. It may be used at any time. When used in the period devoted to talks it should never exceed several minutes.

6. Conversation and Dictation. Talk about what these selections mean. Then write them from dictation.

Notice in the fifth selection that the word "God" begins with a capital letter.

1. I was born an American. I will live an American. I shall die an American. — DANIEL WEBSTER.
2. Believe in your country. Be Americans. — HENRY CABOT LODGE.
3. The world must be made safe for democracy. — WOODROW WILSON.
4. We must stand shoulder to shoulder for the honor and greatness of our country. — THEODORE ROOSEVELT.
5. Where our flag leads we follow. We know that the hand that bears it onward is the unseen hand of God. — ALBERT J. BEVERIDGE.

Copy one of these selections as a classroom motto.

A Word Game. Pretend that you were asleep and dreamed. The teacher will ask, "What *did* you *see* (or *hear*)?" You answer by telling of a flower, an animal, or a tree that you saw or heard; as, "I *saw* a daisy," or "I *heard* an owl," not ("heared").

7. Talking about a Poem. Compare the poem on page 3 with that on page 6. What is the subject, or *title*, of each? How many parts, or *stanzas*, are there in each?

Look from page 6 to page 7 and tell how the lines on page 7 differ from the lines of the poem. In what way are the lines of the two poems on pages 3 and 6 alike?

Remember: *Each line of poetry begins with a capital letter. All names of God begin with a capital letter.*

THE FLAG

[1] Here comes the flag!
Hail it!
Who dares to drag
Or trail it?
Give it hurrahs —
Three for the stars,
Three for the bars.
Uncover your head to it.
The soldiers who tread to it
Shout at the sight of it,
The justice and right of it,
The unsullied white of it,
The blue and the red of it,
And tyranny's dread of it!

[2] Here comes the flag!
Cheer it!
Valley and crag
Shall hear it.
Fathers shall bless it,
Children caress it,
All shall maintain it,
No one shall stain it.
Cheers for the sailors that fought on the wave for it!
Cheers for the soldiers that always were brave for it!
Tears for the men that went down to the grave for it!
Here comes the flag!

ARTHUR MACY in *The Youth's Companion*

Look at the picture above, showing the soldiers marching home. Where did they crush the tyrant? Why would the Germans dread our flag? How have our

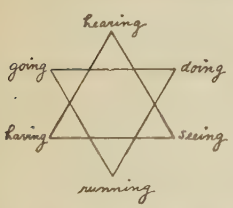
brave soldiers and sailors kept the flag "unsullied," or clean?

Close your books and listen while your teacher reads the poem aloud. What part of the poem does the picture describe? What things does the poem tell us to do for the flag? What things should we not do?

8. **The Sentence.** The teacher will select six pupils to read the first stanza aloud, one after the other. How should you divide this stanza among the pupils to make complete thoughts? Each of these is called a *sentence* because it expresses a complete thought.

Remember: A sentence expresses a complete thought. It makes sense.

Write five complete thoughts, or sentences, about the flag.



9. **A Pronunciation Game.** Sound final *ing* (*doing*, not "doin'"). Draw a six-pointed star and write the words at the points.

A Talk to the Class. Tell the class what you think are the three best ways of showing honor to the flag.

10. **Handwork: Making a Poster.** Draw a picture of your country's flag and your language flag crossed. Underneath copy the language pledge in your very best handwriting. The best posters will be placed on the classroom wall.

Conversation. Which poem do you like better, the one on page 3 or the one on page 6? Why?

PROJECT II. MAKING A LITTLE DICTIONARY

11. Getting Acquainted with the Dictionary. To help you keep the language pledge you will find the dictionary a good guidebook. Your teacher will place on a desk a large dictionary. Pretend that you are a detective trying to find out something about this book, which holds more secrets than any other book in the world. It has over 400,000 secrets. The dictionary will tell you the secret, or the meaning of the word, if you know where to find the different words.

Finding Out Something. The teacher will appoint four pupils to be heads of committees. Each chairman will choose three other pupils to serve on his committee, taking turns in choosing. When twelve other pupils have been chosen, these committees will take turns in coming to the dictionary with the teacher and looking up the following questions:

1. How many pages are there in the large dictionary?
2. In what part of the book should you look for *appetite*, *manual*, and *zebra*?
3. What have you found out about the arrangement of words?
4. What helps you to find a letter quickly?

One pupil from each group will write the question on the board. After the committee has found the information with the teacher and decided what the answer should be, another pupil will write the answer.

Copying. Copy the questions and answers.

12. Seeing Thoughts on the Page. Read these two stories aloud. Which is easier to read? Why?

(*a*) THE DOG AND THE SHADOW

A dog with a piece of meat in his mouth was crossing a brook. He looked down into the clear water and saw his shadow there. He thought that it was another dog with a bigger piece of meat. So he dropped what he had and jumped into the water for the other piece. The meat sank to the bottom, where he could not get it again. Of course he did not find another dog. Thus by being so greedy he lost all that he had and was obliged to go without his dinner.

(*b*) THE TAME CROW

a tame crow had not had anything to drink for a long time there was a little water in a pitcher but it was so low that she could not reach it what was she to do she tried to break the pitcher with her beak or to overturn it on the ground it was too hard and too heavy then she thought of a plan she picked up a number of little stones and dropped them one by one into the pitcher in this way the water was soon raised so high that she could easily reach it

JAMES BALDWIN: *Fairy Stories and Fables (Adapted)*

Why was the first fable easier to read than the second? What made "breathing spots" in the fable on the left? What told you where you could drop your voice? How many sentences are there in the first fable? How does each begin? How does each end?

When we forget to put our capitals and periods in the proper places, what we write becomes as puzzling as the fable about the tame crow, (*b*).

Remember: *A sentence should begin with a capital and should end with a punctuation mark.*

13. **Statements and Questions.** Do all the sentences in the fable about the tame crow, (*b*), tell something? Which sentence asks something? What mark can you use to show that a sentence asks a question?

Remember: A sentence that tells something ends with a period.
A sentence that asks a question ends with a question mark.

For blackboard class work find the sentences in fable (*b*) on page 9. Copy the fable on the board, with the beginning and the end of each sentence properly marked. To make periods stand out, enlarge them, like this •

14. **Making Ideas Stand Out.** Read the titles of the two fables again. Which stands out better? Why?

Look at the beginning of each fable. Which stands out better and tells you exactly where the fable begins? Why? Each fable is a *paragraph*, for it is a group of sentences about a topic. In writing we begin a paragraph an inch farther to the right than the other lines. This beginning a little to the right is called *indention*. The paragraph on the left is correct in form. The paragraph on the right is incorrect. It should be indented.

Remember: Write the chief words of a title with a capital.
Indent the first word of a paragraph.

15. **A Pronunciation Drill.** Copy on the board the first names of the pupils in the class. Pronounce each name carefully. Which names are people careless in pronouncing?

A Story Retold. Tell the class either of the fables on page 9 or another that you have read.

16. **Dictation.** Copy the fable about the crow correctly. To see whether the fable is written right, exchange papers. As the teacher reads the fable again, she will tell you where capitals, periods, and the question mark go. Put a cross where they are wrong.

17. **Doing Something All Together.** Arrange the following words according to the letters of the alphabet, for that is how words are put in the dictionary.

horse	ape	cow	goat	kill	ox	queen	soft	wag
daisy	new	ear	baby	ink	learn	rat	tank	vain
	fox	man	pair	up	zebra	you	joy	

Beside each word write another word with the same first letter. Decide which of the two words would go first in the dictionary. What would tell you?

Make an alphabetical list of all the words used.

18. **Handwork: How to Make a Little Dictionary.** To learn where to look for words in the dictionary you will now make a little dictionary of your own. Take a sheet of paper, size $8\frac{1}{2}$ by 11 inches, and fold it once to look like a book. Fold it a second time. Pin it at the back. Cut the leaves.

Lay the books down with the back (with the pin) towards your left hand. Point to the front cover. Point to the back cover. How many sheets are inside? Number these 1, 2, 3, 4.

What should you put on the front of your little dictionary to show that it is *your* book? Talk about different things to draw. Tell where you could keep new words.

19. Breathing Game. Practice taking good full breaths. Rise and, while your teacher counts five, slowly raise the arms at the side, breathing in deeply. Exhale and lower the arms slowly, while she counts five. Repeat this five times.

A Talk to the Class. Tell how you decorated your little dictionary.

(*a*) Tell everything that you put on your cover.

(*b*) Hold the booklet up for the class to see.

20. Seeing Words Right. This year you are going to play games to help you use words right. For instance, there are a hundred spelling words that have puzzled so many children that they have been nicknamed "demons." You are going to conquer these demons a few at a time.

Every word that you misspell is a demon for you to conquer, so you will pen these words up in the little dictionary until you conquer them. Pretend that the inside of the back cover of the little dictionary is the prison. Write "Prison for Demons" at the top. Now copy your misspelled words on the prison page. When you have tamed a demon by learning to spell it right, you may let it out of prison by rubbing the word out.

Then, too, you will play other games to help you pronounce and use words correctly. These games will help you to keep the language pledge. Let us repeat it.

Spelling Demons. Observe each word carefully.

among	which	once	shoes	much	instead
trouble	there	just	used	since	country

21. Seeing the Full Meaning of a Poem. Read this poem carefully:

AN ARBOR DAY TREE

1 "Dear little tree that we plant to-day,
What will you be when we're old and gray?"

2 "The savings bank of the squirrel and mouse,
For robin and wren an apartment house.

3 "The dressing room of the butterfly's ball,
The locust and katydid's concert hall.

4 "The schoolboy's ladder in pleasant June,
The schoolgirl's tent in the July noon.

5 "And my leaves shall whisper them merrily
A tale of the children who planted me."

The Youth's Companion

How many and what animals are spoken of? Write their names on the board. When was the poet thinking of them as people? Which words tell you? What was the butterfly before it became a butterfly? Draw it on the board.

What does each of these little animals like to do best in the tree? Which have you seen do it? Which of these things can you *see* best and which can you *hear* best?

Name a tree that makes a good ladder. Name one that makes a good tent. Why is June used for one and July for the other? What fun could you and another boy or girl have in a tree in winter? in summer? in the fall? in spring?

Who can say the poem by heart after talking about it?

22. **A Humming Game.** Hum to make good tone. Close the lips and hum the letter *m*. As you hum, open the mouth and let your voice come out through both mouth and nose.

A Talk to the Class. Tell about the fun you had in a tree with somebody. When you speak about yourself and some one else, where should you put your own name, to be polite? Begin: "John and I."

Who remembered to put *I* last?

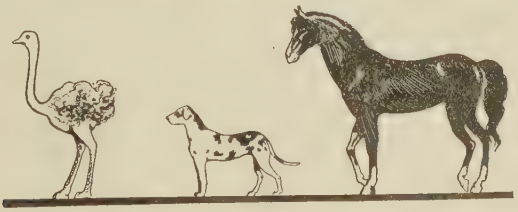
23. **Seeing the Skeleton, or Outline.** Did you ever see the picture of a man's skeleton? It gives you an idea of his general shape. A skeleton is a framework.

The chief thoughts in our writing and speaking make a skeleton. We call them an *outline*. The words and the sentences that we use to express our thoughts are like the muscles, the skin, and the hair covering the skeleton. These are not shown in a skeleton. Compare these skeletons:

Remember: An outline is a skeleton. It gives the chief thoughts.

The Beginning, the Middle, and the End. A paragraph or a poem usually has three parts: a beginning, a middle, and an end. These are like a head, a body, and a tail.

Look at this row of animals and point out the head, the body, and the tail of each. Notice how very different these can be. It is the same way with speaking and writing.



The Arbor Day poem on page 13 has a beginning, a middle, and an end. Try to find them.

I. *Beginning*.....(asks something)
II. *Middle*.....(explains something)
III. *End*.....(promises something)

Which part was the biggest in the animals? in the poem? That is where most of your thoughts should go. If you take too much time in starting to say something, we lose interest. If you do not know when to stop, we get tired waiting for you to finish. Have a good, short ending and a good, short beginning, and put most of your thoughts in the middle part — the body.

24. **Making a Blackboard Class Outline.** Read the part of the poem that explains. How many things does it say the tree will be? All these are important thoughts that make up the body of the poem. The teacher will make an outline on the board under the three heads given above. Under the middle part, a little distance to the right, she will put the six words that explain what the tree will be, as you select them.

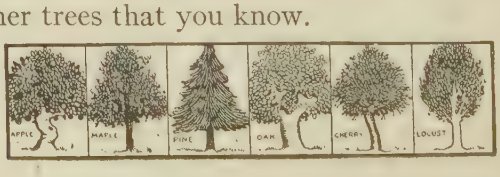
The outline of the poem will be in this form:

I. *Beginning*.....[What question?]
II. *Middle*.....[What answer to the question?]
A.....*savings bank*.....*squirrel and mouse*
B..... [What?] ..... [For whom?]
C..... [What?] ..... [For whom?]
D..... [What?] ..... [For whom?]
E..... [What?] ..... [For whom?]
F..... [What?] ..... [For whom?]
III. *End*.....[What promise?]

A Word Game: Correct Use of *there is* and *there are* (not "they are"). Go the rounds of the class, making up sentences in which you tell different things that are found in trees. Every second pupil will tell of more than one thing or animal—"*There is* a nest in the tree." "*There are* two birds in the tree."

25. **Making a Play from the Poem.** We are now going to turn this little poem into a play. Along the left side of a piece of paper we always leave a blank space about an inch wide, called the *margin*. In this margin we shall write the names of the speakers, after we have chosen them. Instead of having only one tree reply, we are going to pretend that six different trees answered, and divide the speech among the six trees.

Look carefully at this row of trees. Choose one for each of the parts described in the poem on page 13. Name other trees that you know.



Blackboard Class Work. The following is an outline of the poem made into a play. Talk about it. Observe the form. The teacher will fill it in on the blackboard on the dotted lines as the class decide.

Title. The Arbor Day Tree
Scene. .....[Fill in.].....
Characters.
A CHILD
SIX TREES
.....[Fill in.]..... .....[Fill in.].....
....
....

CHILD.....[Copy the question.]....
FIRST TREE.....[Copy the line that suits.]....
SECOND TREE....[Copy the line that suits.]....
THIRD TREE.....[Copy the line that suits.]....
FOURTH TREE...[Copy the line that suits.]....
FIFTH TREE.....[Copy the line that suits.]....
SIXTH TREE.....[Copy the line that suits.]....
ALL THE TREES TOGETHER....[Copy the lines that suit.]....

26. Writing a Little Play. Using the model on the board, copy the poem as a play. Make the speeches full sentences by supplying more words than the poem gives. Begin each speech with "I shall be . . ."

Criticizing the Play: The Right Form.

1. Does your play follow the form given above?
2. Are the chief words of the title written with capitals?
3. Does each sentence begin with a capital?
4. Which sentence ends with a question mark?
5. Enlarge the periods. Was any period omitted?

27. **Acting the Play for an Audience.** Play this poem a number of times with different pupils taking part each time. The best seven will be chosen to give the play at the morning exercises or for the Arbor Day program.

How could the children who play trees be decorated to show their parts?

A Word Game. The beheading game tests quickness in thinking.

(*a*) Cut off the head of each word; as, *learn*, *earn*.

(*b*) Arrange the new words alphabetically.

learn	know	glance	gray	chose
again	many	done	away	turn

28. **An Unfinished Story.** Think out answers to the questions that are given at different parts of this story. Each pupil in the class has a chance to make the story end the way he wants it.

One day last week I was walking in the woods, when suddenly I heard a noise. . . . . [*What might it be?*]. . . . . I listened and listened. The noise was repeated again and again. I crept nearer, as quietly as possible. All at once, in the dimness of the woods I stepped too far and something happened! . . . . . [*What might have happened?*]. . . . . Bruised and shaking, I made my way out of the woods to the highway, where I hailed a passing automobile and was taken. . . . . [*Where? Why?*]. . . . . That evening when I sat again before the fire with my family, I made the promise:

"Never again will I. . . . . [*What?*]. . ."

Spelling Demons. Use in sentences and spell.

would	answer	easy	truly	forty	piece	whole
many	tired	knew	every	break	ready	seems

29. **A Pronunciation Game.** Draw a checkerboard and write the words in the spaces.

pict*ure* (not "picter")	you (not "youse")	asked (not "ast")
holl*o* (not "holler")	dare (not "dast")	twice (not "twict")
s*u*rely (not "shorely")	once (not "onct")	*ou*ght (not "art")

A Talk to the Class. Tell the unfinished story that you have talked about on page 18.

30. **Giving a Program in a Class Period.** The best work done during the last two weeks will now appear on a program. Ask your teacher to allow you to invite a pupil from another class to be present as a guest.

The teacher will appoint a pupil to act as chairman to announce the different numbers of the program. Copy this program neatly and lay it on the teacher's desk, so that there will be enough copies to distribute.

AN ARBOR DAY PROGRAM

RECITATION IN RELAY.*	*Our Native Land* (Page 3) . . .	Five pupils
A PLAY.	*What the Trees Said* (Page 17)	Seven pupils
A POEM.	*An Arbor Day Tree* (Page 13)	One pupil
TEN TALKS.	*Fun in a Tree* (Page 14)	Ten pupils
TWO FABLES RETOLD (Page 9)		Two pupils
RECITATION IN RELAY.	*The Flag* (Page 6)	Two pupils
FIVE TALKS.	*What Happened in the Woods* (Page 19) . .	Five pupils
THE LANGUAGE PLEDGE (Page 2)		The class
EXHIBITION OF LITTLE DICTIONARIES (Page 11)		The class

(Names of Tamed Demons on the Board)

* "In relay" means "one after the other."

31. The Beginning of the Story. We are now going to make up a little story to send to the second-grade class:

Once upon a time a Good Fairy wandered into the second-grade schoolroom. "Well, well, well!" she cried. "What's all this?" The twenty-six letters of the alphabet had all tumbled out of the reading books and lay at the desks fast asleep. "Well, well, well!" repeated the Good Fairy. "This will never do!"

"We're tired of being letters," said a sleepy voice in front of the teacher's desk. "Please change us into something else." All the other letters sat up, wide awake, and said "Please do!" so hard that the Good Fairy jumped.

"Well, well, well!" she said. "The King of Fairyland has all the names locked up in a secret place, and I do not know where it is. I'll change you into animals, if the boys and girls in the fourth-grade room can give you names."

Each little letter clapped its hands, and *X*, *Y*, and *Z* almost stood on their heads for joy. They thought that surely their good friends, the children, would turn them into animals.

The Good Fairy took the twenty-six letters to the fourth-grade room and made them stand up for the girls and boys to see.

She felt very sorry because they did not stand up in good order. Which should come first? which last? which in the middle?

Dictionary Work. Take out your little dictionary. Copy the letters of the alphabet in order on pages 1 to 4, writing six on each of the first three pages, and eight on page 4. Write the name of an animal beside each letter. Write the ones that you know best first.

32. **Blackboard Class Work and Conversation.** Get characters for an animal alphabet:

(*a*) In alphabetical order write on the board all the animals suggested for each letter. Where there is no animal suggested, leave the letter blank (——).

(*b*) Talk over the different animals as to size, color, and anything else that describes, so that everybody gets an idea of what the animal looks like. By raising hands, vote to see which names of animals should be kept for the different letters. Rub the other names out. Copy the list of animals to hand to the Good Fairy.

33. **Horn Game.** Pronounce the following words, opening the mouth wider for each successive word: *boon, bowl, bawl.*

A Talk to the Class. Divide the animals among the class. Pretend to be the animal you are describing. Begin "I am ——." Don't tell the name of the animal. When you are through, see who can guess which animal you have described. Tell size, color, and one other thing.

34. **The Middle of the Story.**

The next day the Good Fairy came to the fourth-grade schoolroom, where she had left the letters asleep. "Well, well, well!" she said, tapping her wand on the floor. "Have you names for all my letters? Who speaks for the fourth-grade class?"

A pupil arose and walked up to the Good Fairy. "Here," said he [or she], "are the names of animals."

As the Good Fairy read the names aloud, each little letter sat up straight and turned into an animal. They all began to talk at once — the cat to mew and the dog to bark. Suddenly the Good Fairy cried out in alarm, "Well, well, well!

this will never do. You haven't names for *all* the animals. Some are still asleep. I can't find these names; for the King of Fairyland keeps them hidden away in the book of 400,000 secrets. You have ten minutes to find them or I'll change back every animal into the letter from which it came."

Oh, how the animals trembled — all but those who were asleep! The Fairy pointed her wand at the pupil from the fourth grade. "Go and tell your classmates!" she said.

Finding Out Something. The teacher and the class will find animal words for "the letters that are asleep." In what book will they look for them?

End of the Story.

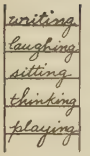
In ten minutes the pupil from the fourth-grade room returned, waving a paper at the Fairy. She took it and read out the names . . . [Fill in] . . ., awakening each sleeping letter as she read his name. "Well, well, well!" she said, as she made a bow to the . . . [Fill in] . . ., the biggest of the animals, "the girls and boys of the fourth grade have discovered the book of 400,000 secrets!" E. M. B.

35. **Handwork.** Make a booklet of two sheets of paper about 11 inches by $8\frac{1}{2}$ inches in size by folding them once like a book and pinning them. Decorate the cover. Print the title and your name on it.

36–37. **Dictation.** Copy the story in the booklet. The teacher will give the punctuation marks the first day, but not the second. Observe the inch margin.

If you must divide a word at the end of a line, break it at a syllable and use a hyphen. See how it is done in the story above.

Remember: A **hyphen** *is used when a word is completed on the next line. Always break a word at the end of a syllable.*



38. **A Pronunciation Game.** Sound the final *ing*. Draw a ladder and write five words on the rungs.

A Talk to the Class. Retell the story for the second-grade class.

39. **Planning to Act the Story.** How many characters are there in this story? Write their names on the board, one under the other. In what place does the story begin, and where does it end?

Who will play the different parts? Take a piece of cardboard or paper, print your letter on one side and the name of the animal on the other, and fasten the card on a string to hang around your neck. When the Good Fairy changes you into an animal, turn the card to show the name of the animal. What should the Good Fairy carry?

How could the letters pretend to be asleep?

What different things does the Good Fairy *say?* Practice saying them. Which words does she keep repeating? Try to say these words with feeling. Notice the mark (!) that tells you to put feeling into your voice. This is called the *exclamation mark.*

Remember: Quotation marks show where a speech begins and ends. Begin a quotation with a capital.
The exclamation mark shows feeling.

40. **Playing the Story.** Play the story in the classroom. Let different pupils try being the fairy. Decide who is the best.

Reading the Story to Another Class. The pupil who told the story best will read it to the second-grade class.

PROJECT V. CHALLENGING TO A PAPER CHASE

41. Conversation: Challenging Another Class to a Paper Chase. How should you like to challenge another class to a paper chase, or the game of Hares and Hounds? The run can be held on a Saturday afternoon, but many things, like drawing up the rules and sending out the challenge, must be attended to first. We shall now make them a part of our English work.

Here is the account of how Ole Anderson arranged such a challenge between the Cliff School and the Town School.

"Look here, fellows," said Ole, "we can't beat the Towners at football or baseball or track — we all know that — but I should like to get them out for a paper chase."

The other boys looked at one another. "How can you manage to make a fair match?" asked Joe Morris.

"Well, let's see," Ole answered, drawing out a paper, "we can have two runs, a week apart. One time they can be the hares and we the hounds, and the next time we can turn about. The team of hares that makes the best time over the hounds will win. Now see whether you think they'd agree to these rules."

He read the list, which he had carefully worded:

1. There shall be two hares and six hounds. The hares shall have eight minutes' start of the hounds.
2. The hares must return within one hour from the time of starting.
3. The hares shall run together. If they separate, only one may drop scent while they are so separated.
4. Scent shall be dropped as often as every five steps.

5. Scent may be dropped behind trees or bushes, but not hidden under anything, or by putting anything over it.
6. The hounds must follow the trail unless they actually sight the hares, in which case they may leave the trail and run for the hares. If the hounds catch the hares before they get back to the starting point, the run is over.

The other boys unanimously accepted the rules, elected Ole captain, and named him, with Joe Morris, a committee to lay the matter before the "Towners."

SAMUEL MERWIN in *The Youth's Companion*

What two names are given to this game? Which do you like better? Why? Which do you think is the older crowd of boys? Why? How did Ole get his set of rules? Why must we have rules in a game like this?

Talk about the six rules. Why is each necessary?

Have you ever played this game? Tell about it.

42. Making a Blackboard Class Outline. The teacher will write the chief thought of each rule, as the class select it; as, *1. Number of hares and hounds. How much start the hares have.* Where two separate things are given, as in No. 1, it is better to make two rules. See whether you can get ten points. Put them in a column and number them.

43. Horn Game. Pronounce *fate, fat, far, fall,* opening the mouth wider for each successive word.

A Talk to the Class. Tell how a paper chase is held.

Did the speaker give all the important things or did he omit one? Were these in the right order? Did he have good beginning and ending sentences?

44. **Conversation.** Tell where you might have a paper chase in your neighborhood. Who in the class would make the best hares and the best hounds?

Talk about each rule. See whether it suits your country and school. Must you change any of the rules to suit your chase? Which rules are necessary?

Let the class decide whether they shall elect a captain. Write the name of the person you want as captain on a small piece of paper. Lay it face down on your desk. The teacher will appoint two pupils to collect the votes. After school they will count them with her and report the result at the next meeting of the class. The pupil who is elected captain will get his team together outside of school and practice as Ole Anderson's team did.

A Word Game: Correct Use of *Were*. Pretend that you have been asleep and dreamed that a classmate *was* some animal or flower. Your classmate asks, "What did you dream that *I was?*" You answer, "I dreamed that *you were* a squirrel." Go the rounds.

45. **Making a Blackboard Class Outline.** Make the outline of the set of rules to send to the other school.

Writing a Set of Rules. Make up a title and a beginning paragraph. Copy the rules in your best handwriting.

Correct your paper:

1. Is each important word in the title capitalized?
2. Is the introductory paragraph indented?
3. Is each rule numbered and indented?
4. Does each sentence begin with a capital and end with a period?

46. **Correcting and Copying Sentences.** Copy the following so that we know they are sentences. How will each begin? How will each end?

1. haste makes waste
2. a new broom sweeps clean
3. make hay while the sun shines
4. a stitch in time saves nine
5. many hands make light work
6. two heads are better than one
7. be swift to hear and slow to speak
8. look before you leap
9. every cloud has a silver lining
10. he laughs best who laughs last
11. a man is known by the company he keeps
12. well begun is half done

Conversation. Talk about what each proverb means. Tell a little story to show that one of these proverbs could be true of a paper chase or of life in school. See who can tell the most interesting thing to show that the proverbs are true.

47. **A Pronunciation Game.** Sound *th* and *ht* in the following words. How do the sounds differ?

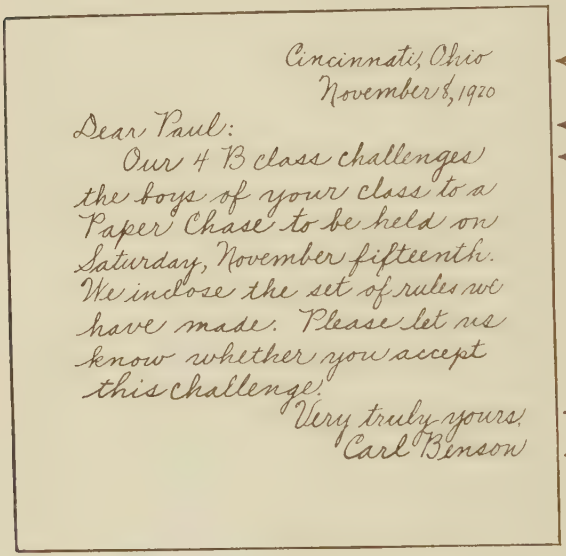
leng*th* bread*th* streng*th* hei*ght* wid*th* twelf*th*

A Talk to the Class. Tell a little story to show that one of the above proverbs is true of life in school, any game, or a paper chase.

Criticizing the Talks. The teacher will sit in the back of the room and keep a record of the pupils who can be heard easily and of those who look straight at the class in speaking.

48. The Parts of a Friendly Letter. Look carefully at the following letter. How many different things does it tell you? Where is each placed? Point to the margin. Point to the indention of the paragraph. How many sentences are there in the paragraph? What is the message?

Notice the five important parts of a letter.

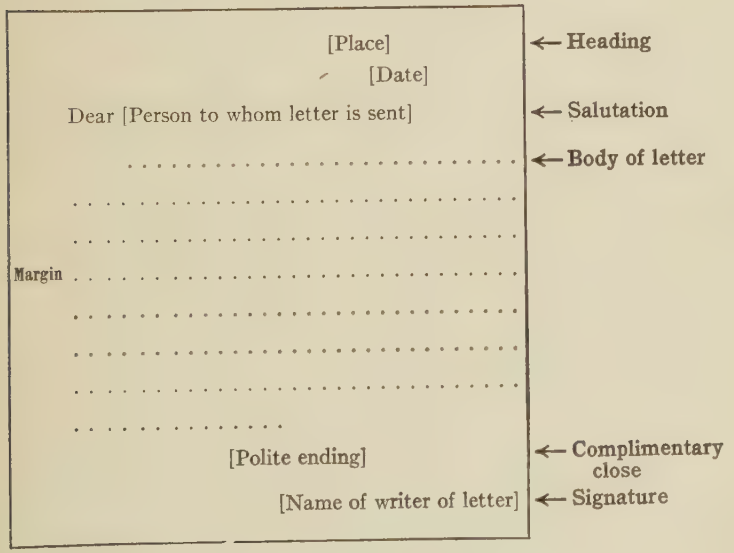

Cincinnati, Ohio
November 8, 1920
Dear Paul:
Our 4 B class challenges the boys of your class to a Paper Chase to be held on Saturday, November fifteenth. We inclose the set of rules we have made. Please let us know whether you accept this challenge.
Very truly yours,
Carl Benson
Heading
Salutation
Body of letter
Complimentary close
Signature

A properly written letter answers five questions:

1. *From what place* was the letter written?
2. *When* was it written?
3. *Who* wrote it?
4. *To whom* was it written?
5. *What* did it say?

49. A Blackboard Class Paragraph. Make up a challenge to another class. Try saying it different ways. The teacher will write on the board the sentences that you decide are the best.

50. Writing a Blackboard Letter. Compose a letter in class. In it put the paragraph from the board as the body of the letter. Copy the letter on paper.



Remember: Every friendly letter has:

A beginning . . . { **Heading**, or place and date / **Salutation**

A middle . . . . **Body**, or main part of letter

An end . . . . { **Complimentary close** / **Signature**

51. Study of a Poem. In winter we give thanks for the love that has sheltered and cared for us. In spring also we feel like having a special Thanksgiving to tell how glad we are that winter is over and that the flowers have come back.

Where does this poem describe these two kinds of Thanksgivings?

WE THANK THEE

[1] For flowers that bloom about our feet,
For tender grass so fresh and sweet,
For song of bird and hum of bee,
For all things fair we hear or see —
Father in heaven, we thank Thee!

[2] For blue of stream and blue of sky,
For pleasant shade of branches high,
For fragrant air and cooling breeze,
For beauty of the blooming trees —
Father in heaven, we thank Thee!

[3] For mother-love and father-care,
For brothers strong and sisters fair,
For love at home and here each day,
For guidance lest we go astray —
Father in heaven, we thank Thee!

[4] For this new morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For everything His goodness sends —
Father in heaven, we thank Thee!

Which of these stanzas suggest spring or summer? What can you think of that would suggest autumn and winter? Which is the season you like best? Why? How do your parents prepare for winter? How do they prepare for summer?

Try to find a scene near where you live that illustrates a line of the poem. For what things should we give thanks? Put them on the board as you find them in the poem.

52. **A Pronunciation Drill.** Do not give wrong sounds to words. Draw two ladders and place a word on each rung:

scar*e*d (not "scairt")	ha*v*e (not "haf")
hun*dr*ed (not "hunderd")	some*th*ing (not "somepin")
chil*dr*en (not "childern")	lib*r*ary (not "libry")
f*ur*ther (not "futher")	s*u*ch (not "sich")
chim*n*ey (not "chimley")	c*a*tch (not "ketch")

A Talk to the Class. Tell three things that you do at home, or that people do near where you live, to get ready for winter or spring. Hold yourself erect and speak out so that you can be heard in the back of the room.

Outline what you want to say before you speak. Make up a good beginning sentence and a good closing sentence, but do not write up the talk.

The ten best talks will be repeated on the program.

53. **Use of Capitals.** Look closely at the following sentences and be ready to tell the difference:

(*a*) That is Polly. (*b*) You may go to the country in May.
My polly can speak. Where is *a* found? In *may*.

(*c*) Is there a Bill in this classroom? Which Bill?
Is the bill in this desk? Which bill?

In these sentences find the words that name a person or a month. How are they written?

Names of places and of the days of the week and the holidays are also begun with capitals. Write on the blackboard sentences with names of places, holidays, and the days of the week.

Remember: *Names of persons and places begin with capitals.*
Names of the days and the months begin with capitals.
Names of holidays begin with capitals.

Criticizing Sentences. Tell what is wrong with the following sentences. Copy them correctly.

1. The largest city in the world is london.
2. We like to wash the clothes on monday.
3. My name is james smith.
4. Were you born in october or in march?
5. When do halloween and st. patrick's day come?
6. Worship the lord in the beauty of holiness.
7. He thought that mary would go.

54. **Writing Sentences.** Make up five sentences that tell something and five questions. In each use the name of a person, a place, a day, a month, or a holiday.

A Word Game: *Isn't* (**not "Ain't"**). A pupil steps into the corridor while the teacher selects another pupil. At a signal he returns and points to different pupils, saying, "Is it you?" Each answers, "It *isn't* I" until the right pupil is found. He answers, "It *is* I," and goes out of the room.

55. **Using the Right Forms.** Why does the following look odd? Number the sentences. Write them one under the other.

speech is silver but silence is golden if it rains before seven it will clear before eleven it is an ill wind that blows nobody good they who play with edged tools must expect to be cut handsome is as handsome does

Write five sentences, using the correct forms that are given in the following poster:

A REMINDER

Do you say "different *from*" (not "different than")?
Do you say "I wish" (not "I wisht")?
Do you say "somewhere" (not "someplace")?
Do you say "threw" (not "fired")?
Do you say "climbed" (not "clim")?

56. **Blackboard Work.** Half of the class will go to the board. The rest will work at their seats. Then they will change about.

(*a*) Write the days of the week in order. Then arrange them alphabetically.

(*b*) Write the months in order. Then arrange them alphabetically.

Finding Something in the Large Dictionary. Find the meaning of the names of the twelve months.

57. **Conversation and Copying.** A pupil will write on the board the names of the holidays as the class give them. You will then arrange these holidays as they come through the year. Copy them.

A Sentence Match. Divide the class into rival teams. The teacher gives a group of words, and alternately pupils tell whether it is a sentence and why. If the words are not a sentence the pupil adds more words to make a sentence. If he fails, his side receives a bad mark.

58. **Conversation.** What do we do each month — on the farm, in the garden, in games and sports, on the playground, at home?

59. **A Pronunciation Game.** Write five words in *ing* on a ladder.

A Talk to the Class. Tell three things about something you like to do in a certain month. Choose one of these:

(*a*) A game (*b*) A certain work (*c*) A walk (*d*) A celebration

60. **Giving a Class Program.** Every pupil will have a chance to take part on the program. Copy it in your best writing.

The teacher will appoint a pupil to act as chairman.

A THANKSGIVING OR SPRING FESTIVAL

A RECITATION IN RELAY.	*The Flag* (Page 6)	Two pupils
FIVE TALKS.	*How to Get Ready for Winter or Spring* (Page 31)	Five pupils
A RECITATION IN RELAY.	*We Thank Thee* (Page 30) . .	Four pupils
A PLAY.	*The Alphabet Animals* (Page 23) . .	Twenty-eight pupils
A STORY IN RELAY.	*The Alphabet Animals* (Page 23) .	Three pupils
A RECITATION.	*An Arbor Day Tree* (Page 13)	One pupil
TWELVE TALKS.	*Things We Do during the Year* (Page 34)	Twelve pupils
THE LANGUAGE PLEDGE (Page 2)		The class
EXHIBITION OF STORY BOOKLETS (Page 22)		The class

(The one with the best handwriting given the place of honor)

61. Conversation. Sometimes our rivers overflow their banks, and terrible floods sweep over the country, destroying houses and drowning people.

Nearly forty years ago, when there was a flood in Ohio, six children in Pennsylvania heard of it and decided to help. They gave an entertainment and made over fifty dollars. They sent the money to Miss Clara Barton, at that time the president of the Red Cross Association. They asked her to use it where it would do most good.

Miss Clara Barton heard of a mother and six children who had lost their home in the flood and were living in a corn crib. Miss Barton visited the mother and asked her whether the money the children in Pennsylvania had sent would help her. "It would be a godsend," said the mother. "With the help of my sons I can build a little home higher up on the bank."

When Miss Barton gave her the money, the mother and her boys named the new home "The Little Six" in honor of the Pennsylvania children.

What is the cause of a flood? What would a family who had a farm along the river lose? How does the Red Cross help in time of disaster? How can people help the Red Cross?

62. Punctuation in a Letter.

Erie, Pennsylvania
December 5, 1885

Dear Miss Barton:

We received your letter telling us about the house called "The Little Six." We are so glad we little six helped six other little children. We thank you for taking so much trouble to use our money just where we would have used it ourselves.

The next time you want money to help you in your good work, call on "The Little Six."

Yours truly,
Joseph Farrar

You have learned the five parts of a friendly letter. The *heading* begins near the middle of the page, with the second line written a little to the right. The *salutation* begins with a capital letter, one inch from the edge. The *body* of the letter is indented one inch. The *complimentary close* begins with a capital near the middle of the page. The *signature* is written a little to the right of it.

Notice that a comma always separates the city from the state, and the year from the day of the month, in the heading. The salutation is usually followed by a colon. Some writers omit the comma after the complimentary close. Follow the method that your teacher prefers.

Writing a Class Letter. Make up the mother's reply to the six children. Talk about what you think she would say. The teacher will write on the board sentences chosen as best.

Remember: *Begin all the parts of a letter with capitals.*
Put commas in the heading and after the complimentary close.
Put a colon after the salutation.

63. Helping Others. In class talk about the things that people do to help others. How do you help your mother? How do you help your father? How can you help your teacher? How can you help the street cleaner, the policeman, the conductor, the motorman, and the librarian?

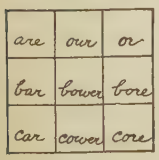
What things could you make to give pleasure to your mother, or some one equally dear? Write on the board a list of things to make. What have you learned to make at home? at school?

64. Politeness in Talking and Listening. One day in a 4B class the following notice appeared. It is a riddle. Can you guess it?

A PARTNERSHIP

Talking always means that there is a listener.

Remember: *Look at the person speaking.*
Pay close attention to whatever is said.
Talk loud enough to be heard in the last seats.
Look at your audience.
If you speak of yourself and somebody else, put I last.



A Pronunciation Game. Write *are, our, or; bar, bower, bore; car, cower, core* on a checkerboard. Pronounce up and down, across, and diagonally.

A Talk to the Class. Tell what you would like to make for your mother. Tell why.

65. **How to Make Something.** Have you ever seen pussy willows in the spring? Perhaps you have kept them all year and now they are dry and fuzzy. Here is the description of how pussy willows were turned into cats:

"I am going to show you how to make these pussy willows into cats. I am going to make the cats sit upon a fence."

Polly took two pussy willows. She pasted them on the paper like this:

She drew a head on each like this:

After that she drew two tails. The pussy willows then looked like this:

"Now," said Polly, "they cannot sit in the air. I must make that fence." Then she drew the fence so that it looked like this:

"There are my pussy willows," she said. "You see they have turned into cats. You see that they are sitting on a fence, too."

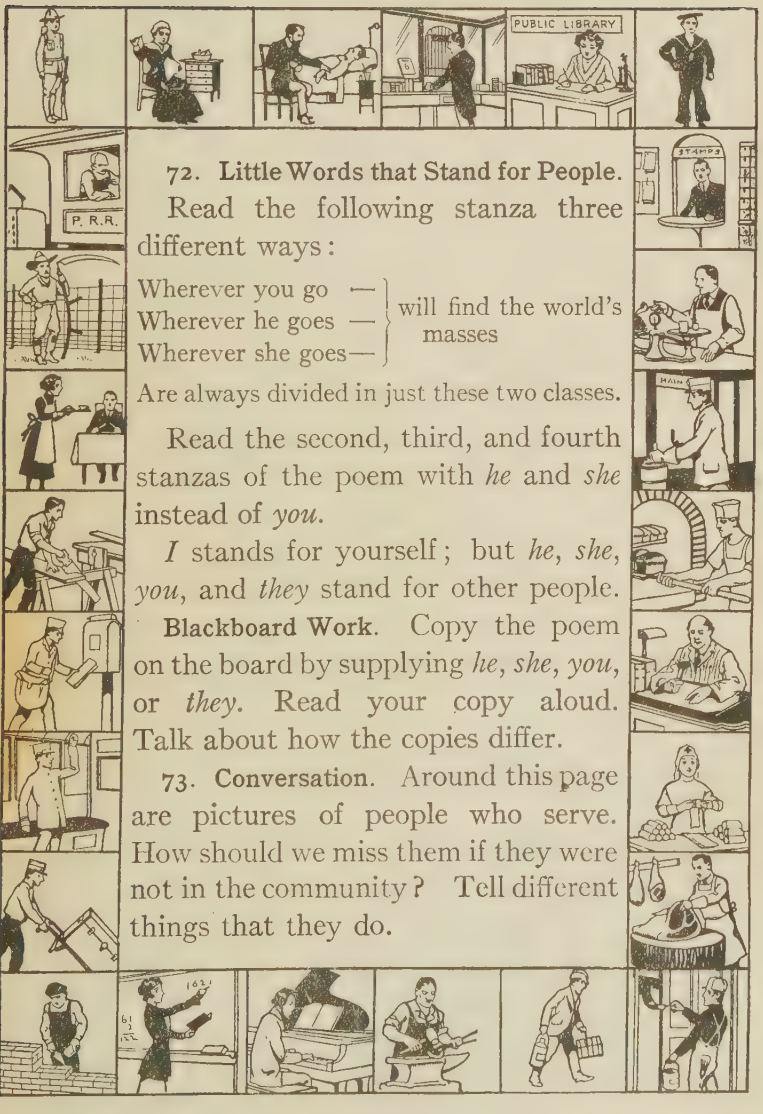
ROSE LUCIA: *Peter and Polly in Spring*

Write on the board four things that Polly did to turn her pussy willows into cats. She began at the beginning, which is the head, and went straight down to the fence.

Remember: In making things you must follow the right order.

66. **Conversation and Making an Outline.** Talk about the different things you would do to make animals or people out of matches, pins, or toothpicks, or by using paste and pencil. Make an outline for one of them.

a penny	a lemon	a peanut	a chestnut
an acorn	a walnut	a banana	an apple
a cork	a raisin	a maple seed	a hickory nut
a daisy	a pansy	a dandelion	a prune



72. Little Words that Stand for People. Read the following stanza three different ways:

Wherever you go —
Wherever he goes — } will find the world's masses
Wherever she goes —

Are always divided in just these two classes.

Read the second, third, and fourth stanzas of the poem with *he* and *she* instead of *you*.

I stands for yourself; but *he*, *she*, *you*, and *they* stand for other people.

Blackboard Work. Copy the poem on the board by supplying *he*, *she*, *you*, or *they*. Read your copy aloud. Talk about how the copies differ.

73. Conversation. Around this page are pictures of people who serve. How should we miss them if they were not in the community? Tell different things that they do.

74. **Pantomime.** Pantomime is imitating actions. Without speaking, make all the motions to do one of these:

1. Sharpen a pencil.
2. Empty a scrap basket.
3. Clean the blackboard.
4. Lower the window.
5. Get a book from the closet.
6. Clean out a desk.

75. **A Pronunciation Game.** Find words ending in *ing* for the letters *a* to *m* and pronounce them carefully.

A Talk to the Class. Tell the class how to do one of the acts you have pantomimed.

76. **Conversation.** Bring an official postal card or a fancy post card to class and compare them. Talk about what the following lines mean:

> Most of all the other beautiful things in life come by twos and threes, by dozens and hundreds. Plenty of roses, stars, sunsets, rainbows, brothers and sisters, aunts and cousins, but only one mother in all the wide world.
>
> KATE DOUGLAS WIGGIN

What other beautiful things can you name? Why is one's mother the most beautiful? Tell things she does. What could you put on your post card to illustrate these lines?

Spelling Demons. Use in sentences and spell.

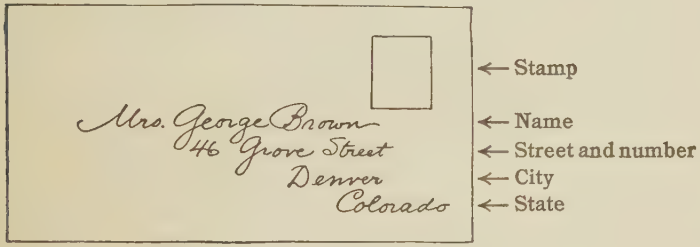
don't	been	write	wear	built	dear	laid
some	done	could	hour	color	says	blue

77. **A Pronunciation Game.** Find words ending in *ing* for the letters *n* to *w* and pronounce them carefully.

A Talk to the Class. Describe the post card you are going to make and tell to whom it will be sent.

78. **Handwork.** Make the post card.

79. **Writing an Address.** Examine the following address and tell what things are placed on the post card:



We may use short forms, called *abbreviations*, in writing titles of people, or in writing addresses.

Mr. — Mister
Mrs. — Mistress (pronounced "Missis")
Dr. — Doctor
Rev. — Reverend
No. — Number
R.R. — Railroad
Sr. — Senior
Jr. — Junior
Gov. — Governor
St. — Street
Av. or Ave. — Avenue
U. S. A. — United States of America
R.F.D. — Rural Free Delivery
Co. — Company; County
Capt. — Captain
Lieut. — Lieutenant
Gen. — General
Hon. — Honorable

Remember: *Begin titles of persons with capital letters.*
Put a period after an abbreviation.
Never use Mr., Mrs., Dr., or Rev. without the person's name.

Write on your post card the address to which you wish to send it. Then mail it.

80. **Exhibit of Post Cards.** Each pupil will show his post card to the class. The class will talk about the good points of each.

PROJECT IX. MAKING A PROPERTY PLEDGE

81. Picture Study. Why do we have signs like "Stop! Look! and Listen!" or "Keep off the Grass!" at certain places? Half the people in the world have not learned to use their eyes or to listen carefully. These signs are to help them to be more observant.

On the opposite page are given six pictures. Which represent common property and public servants? Which picture shows the school serving the public? the street-car company? the theater? the public officials? the railroad? What is the greatest service each of these renders a community? How should you show your appreciation of this service? Find other public servants in the picture.

In every community there are certain things, like air, water, parks, and streets, that are free to all. These are common property. Which are common property, the flowers in the park or those in the florist's window? What must you not do with common property, property that belongs to *all* the people?

Give some rules that are made to guard "everybody's property."

82. A Pronunciation Game. Draw two stars on the board and insert the words at the points.

pa*v*ement (not "payment")	*n*o (not "naw")	*c*an (not "kin")
handkerchief (not "hanky")	*y*es (not "yuh")	j*u*st (not "jist")
Feb*r*uary (not "Febuary")	*g*et (not "git")	*o*ur (not "arc")
yest*er*day (not "yestiddy")	*f*or (not "fer")	once (not "onct")

SCHOOL
THEATER
TICKETS
U.S. MAIL
METHODIST
FOR PACKAGES ONLY

A Talk to the Class. Select one of the pictures on page 45 and tell the class what public servants or common property you find in it. Tell how they serve the public.

Talk about only one picture. Outline the different things you want to say about it. Make a good beginning sentence, but do not write up the talk.

A Reminder. To help you to remember to speak well, copy the following suggestions on the blackboard. Keep them in mind for each talk.

1. Does the speaker stand well?
2. Does he speak clearly?
3. Does he speak slowly enough?

83. How We Make a Promise. The pupils in a certain school in Massachusetts were very much interested in guarding "common property," so they made a pledge:

[1] I will not injure any tree, shrub, or lawn.

[2] I promise not to spit upon the floor of the schoolhouse nor upon the sidewalk.

[3] I pledge myself not to deface any fence, neither will I scatter paper nor throw rubbish in public places.

[4] I will always protect birds and animals.

[5] I will protect the property of others as I would my own.

[6] I will promise to be a true, loyal citizen.

Talk about what each of these promises means. Why is each good?

Which words in the pledge give the promise? What other words are used that mean the same thing?

Remember: I will or we will gives a promise or a pledge.

84. **Blackboard Copying.** Copy the pledge, but use *we will* instead of *I will*. Copy the pledge again, but use another word instead of *will*, and put *will* where the other words were used. Sometimes to make it read right you will have to add the little word *to*, or omit it.

85. **Making an Outline.** Select the main thoughts, or *topics*. Which is the most important promise in the pledge? Put it first. Which do you think is the next important? Put it second.

Which promises tell you how to treat the things that are free to all people? Copy these under the second main topic, but write them farther to the right. How many topics have you? Are the chief words *injure*, *spit*, *deface*, *scatter*, and *protect?*

You have now made your first real outline. It has two main topics. Under the second main topic it has five little points, or *subtopics*. The subtopics are very important, for they explain the main topics.

Remember: *Subtopics are placed half an inch to the right of the main topic.*

Spelling Demons. Use in sentences and spell:

won't	raise	wrote	week	very	they	early	two
cough	read	loose	none	half	buy	tear	to
heard	hear	often	guess	here	there	can't	lose

If you misspell any word, put it in the Demon Prison.

86. **A Blackboard Class Outline.** In class build up the outline of the pledge as quoted; then rearrange it to get a beginning, a middle, and an end. It will be in this form:

I. *Beginning.* "I will protect property of others . . . own."
II. *Middle.* How? (explained)
A. [Fill in briefly.].....
B. .....
C. .....
D. .....
E. .....
III. *Ending.* "I will promise . . . citizen."

This gives you the skeleton, or framework, of the pledge.

87. **Planning a Property Pledge.** We shall now make up our own school pledge. The best one may be taken to the Public Library and given to the librarian to put up where other boys and girls can see it.

First, we must think about the things that are common property here where we live. Let us talk about them, and then write the most important ones on the board. Let us put together those which relate to the same thing.

88. **A Pronunciation Game.** See who can say the following tongue twisters best:

1. Out to the hill the freezing farmer flies.
2. She sells sea shells seriously.
3. That's a pretty provoking property poster.

A Talk to the Class. Tell three things you think should be put on the property poster. Tell why.

A Reminder. Copy on the blackboard where all the class can see:

Stand erect.
Speak distinctly.
Do not hurry.
Do not use too many *and*'s.

89. Writing a Blackboard Class Composition. Which things have you decided are most important for the people of your community to be careful about? Write a sentence with a promise about each of these. How will it begin?

Talk about the promises suggested by different pupils and choose the best.

Write the best ones on the board until the pledge looks something like the pledge on page 46.

Criticizing the Pledge. Consider whether the pledge is in good form.

1. How many sentences are there? How does each begin? How does it end? Enlarge the periods.
2. Have you used the right words for a promise?

90. Making a Property Poster. Follow these directions:

1. Take a large sheet of paper or cardboard and draw a design that you think suitable. In your drawing class your teacher may be able to give you some ideas.
2. Print below it your pledge.

Look at all the posters, as they are held up before you. The teacher will then stand them on the ledge of the blackboard for you to look at again.

Write on a piece of paper the one you choose as best. Hand the paper to the teacher.

Two pupils will be chosen to count votes.

Writing a Letter in Class. Make up in class what you should like to tell another fourth-grade pupil about your property pledge. The teacher will copy the best sentences on the board.

91. Conversation: Things to Know About Books. Many years ago all books were made by hand, as you made the booklet for the second-grade class. Somebody wrote them out, a little each day, until the book was a beautiful collection of sheets of handwriting telling a story. To-day these old books are treasured in museums.

Look carefully at this textbook. Of what parts does it consist? What do you find on the cover? Turn to the pages inside. Where is the title put? What else is put on the title-page? If you leaf through the book, how can you tell how far through it you are at any one spot? What comes last in the book? What is its purpose?

What is the chief purpose of this textbook? Have you a book from the library at home? Why did you take out that book? There are books that give us pleasure to read. There are books that give us information about things. This second kind is the textbook.

How do you write the title of a book?

Blackboard Work. Copy the following titles correctly on the blackboard:

little women	the lonesomest doll
the french twins	uncle remus

92. Conversation. Each pupil will come ready to tell the name of an interesting book for the class to read. Tell what you like best about it. Talk about different kinds of books — Indian books, scouting books, gardening books, doll books, playing party books, etc.

Writing Sentences. Copy the following to make sentences. What two things must you do to each sentence? Number each sentence and enlarge the periods.

it is never too late to mend straws show which way the wind blows beauty is only skin deep half a loaf is better than none constant dropping wears away the stone necessity is the mother of invention little strokes fell great oaks if wishes were horses beggars would ride

93. **A Pronunciation Game.** Be sure to put the right sounds in the following words:

um*br*ella (not "umberella")	la*w* (not "lawr")
bec*au*se (not "bekuz")	ide*a* (not "idear")
lant*er*n (not "lantren")	east*er*n (not "eastren")
g*ir*l (not "goil")	groc*e*ry (not "groc'ry")
*o*yster (not "eyester")	

A Talk to the Class. Tell the class which book they should read. Tell why. Try to say something that will make them want to get the book from the library.

Reminders. Copy the following on the blackboard:

Stand away from the teacher's desk.
Look at your audience.
Speak slowly and distinctly.

Voting for the Best. As each pupil speaks, the teacher will write the title of the book he recommends on the board. When the talks are over, each pupil will look at this list and select the book that he wants most to read. He will write the name on a piece of paper and hand it to the teacher. She will count the votes and see which book won.

94. Abbreviations and Initials. We can make some words shorter by abbreviating them.

Learn the right abbreviations for:

THE DAYS OF THE WEEK

Monday — Mon.	Wednesday — Wed.	Saturday — Sat.
Tuesday — Tues.	Thursday — Thurs.	Sunday — Sun.
	Friday — Fri.	

THE MONTHS

January — Jan.	May (not abbreviated)	September — Sept.
February — Feb.	June (not abbreviated)	October — Oct.
March — Mch.	July (not abbreviated)	November — Nov.
April — Apr.	August — Aug.	December — Dec.

Names of persons may be shortened by abbreviating the name or by using only the first letter, or the initial.

Charles Morton Fairbanks
Chas. Morton Fairbanks
Charles M. Fairbanks
Chas. M. Fairbanks
C. M. Fairbanks

Remember: *A period is used after an initial or an abbreviation.*

Copy the abbreviations of the names of the months and the days of the week.

A Sentence Match. Divide the class into rival teams. When the teacher announces one of the italicized words, pupils alternately will make sentences with other forms of the word.

(*a*) *go*, went, have gone
(*b*) *come*, came, have come
(*c*) *do*, did, have done
(*d*) *freeze*, froze, have frozen
(*e*) *ring*, rang, have rung
(*f*) *sing*, sang, have sung
(*g*) *swing*, swung, have swung
(*h*) *buy*, bought, have bought

95. Five Parts of a Letter. You are going to write a letter to the librarian, telling her that you would like to visit the library and take with you the property poster for other boys and girls to see.

What parts of a letter answer the following questions? How are these punctuated?

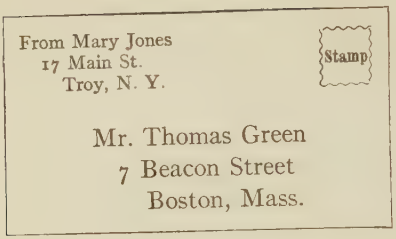
Where? When?	Des Moines, Iowa Jan. 26, 1920
To whom?	Dear Miss Smith:
What?	. . . . .
	. . . . .
How?	Sincerely yours,
By whom?	Esther Gray

Talk about what you should say in your note.

Writing a Class Letter. The teacher will write the letter on the blackboard, taking the words suggested by the class. The pupils will make their own copies.

96. Conversation. Talk about the work of postmen and postal clerks and the local post office. Imagine the experiences of a letter.

97. Writing the Address. The address on the outside of the envelope must tell to whom the letter goes and where the person may be found. Your own address should also be placed in the upper left-hand corner, so that a letter can be returned to you. Each year thousands of letters are sent to the Dead Letter Office because the writers were careless in writing the address to which they wanted the letter sent and forgot their own return address.



Letters should be sealed, and the stamp should be placed in the upper right-hand corner.

Copy your letter. Address the envelope and put the letter in it.

98. Connectives. Little words like *and*, *but*, *yet*, and *though* play important parts in sentences, but they should be used carefully.

1. *And* simply adds a thought.

2. *But*, *although*, *though*, and *yet* give different ideas from what went before.

Do not use a connective unless it is needed. Avoid too many "and's." In the following poem find fourteen connectives:

I'm a strange contradiction. I'm new and I'm old.
I'm often in tatters, and oft decked with gold.
Though I never could read, yet lettered I'm found.
Though blind, I enlighten. Though loose, I am bound.
I'm always in black, and I'm always in white.
I'm grave and I'm gay, I am heavy and light.
In form, too, I differ. I'm thick and I'm thin.
I've no flesh and no bones, yet I'm covered with skin.
I'm English, I'm German, I'm French, and I'm Dutch.
Some love me too fondly; some slight me too much.
I often die soon, though I sometimes live ages,
And no monarch alive has so many pages.

HANNAH MORE

Talk about the riddle, line by line, until you can guess it.

99. **Horn Game.** Pronounce *bait*, *bat*, *bar*, *ball*. Open the mouth wider as you pronounce each successive word.

A Talk to the Class. Tell what you have imagined for "The Experiences of a Letter." Try to have a good beginning and a good closing sentence.

100. **Conversation: A Real Visit to the Library.** When you go to see something worth while it is always a good plan to know what to look for. Talk about the following questions:

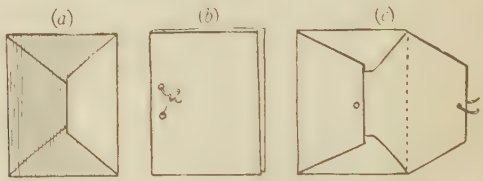
1. What is a public library?
2. Where is your public library?
3. Who supports your public library and gives money to buy books?
4. How can you tell whether a book is a library book?
5. What does the librarian do to each new book?
6. What rules do you have in your library?
7. How many books are you allowed to take out at once?
8. Explain how to get a library card.
9. Explain how to take out a book.
10. How long may you keep a book? Why?
11. What fine is charged if you keep a book too long?
12. What furnishings does a library have? Notice table, desks, chairs, shelves, pictures, and the librarian's desk.
13. Where are the children's books kept? These are called *juvenile books*.

How many boys and girls have library cards of their own? Let them be sure to take these cards with them so that they can choose a book. Select three pupils who want to take out cards and be ready to ask the librarian to give cards to them. Take the property poster with you to give to the librarian.

101. Why It Pays to Keep Written Work. You have made a little dictionary and a booklet with a story. You are now going to make cardboard or Manila cases to hold all the work you write during this second half of the year. Then you will not lose your work. Best of all, you can watch to see how you improve.

Here are some cases that boys and girls have made in other schools. Answer these questions about them:

1. Of what materials should they be made?
2. Where is the written work kept in each?
3. Where should your name and a decoration be placed in each?
4. Which case would be best for your class to use? Why?



102. Making a Pattern in Class. Talk about the kind of material you will use, how large the case should be, and its shape as a pattern.

The class will go to the board and draw different patterns. Talk about them. Choose the best.

Each pupil will make a drawing of the best one to use as a pattern, and mark the length and width on it in inches.

103. An Unfinished Story. Here is the beginning of a story from *Stories the Iroquois tell their Children*, written by Mabel Powers, whom the Indians called "Yeh sen noh wehs," "the one who tells the stories."

Why the Eagle Defends Americans

[1] Many, many moons before the white man came, a little Indian boy was left in the woods. An old Mother Bear found the baby and took him home to her wigwam in the hollow of a big tree. There she fed him as she did her own two little cubs. The boy played with his cub brothers and did not know that he was different from them. He thought he was a little bear, too.

[2] Mother Bear watched her three children at play. She would have been happy but for one thing. Several times bear hunters had scented the tree. Once when she saw them coming from her bear-tree window, she had thrown out rabbit hairs. The wind had blown the rabbit hairs towards the hunters. As they fell, they suddenly turned into rabbits, and the hunters had given chase. At another time Mother Bear had tossed some partridge feathers to the wind, and a flock of partridges went whirring into the woods. But on this day Mother Bear's heart was heavy. She knew now that the big bear hunters were coming.

[3] Mother Bear could save herself and her cubs. But what would become of the boy? She loved him too well to let the bear hunters kill him.

[4] Just then Mr. Porcupine, the chief of the animals, passed by the bear tree. Mother Bear put her head out and called to him. He came and sat under the bear-tree window and listened to her story. When she had finished, Chief Porcupine said he would call a council of the animals and see if they could not save the boy.

(*To be continued*)

Who are the characters in this story? Where does it happen? How did Mother Bear fool the hunters? Why was she worried? What might Chief Porcupine and the animals do?

104. **Breathing Game.** Raise the arms at your sides and take good, full breaths while the teacher counts five. Drop the arms slowly and breathe out while she counts five.

A Talk to the Class. (*a*) Tell the story that Mother Bear told the Porcupine, or (*b*) Make up an ending.

105. **Winning Stars and Stripes for Your Language Flag.** How many demons have you in your Demon Prison in the back of the little dictionary? Beginning to-day, we are going to have a chance to put stars and stripes on the language flag. Whenever you rub out a demon that you have learned to spell correctly or use a new word, you may draw a small star on your language flag.

Whenever you have a written exercise without a single mistake you may draw a stripe.

Whenever you are voted among the best in a talk you may have a star.

Spelling Demons. Observe the italicized parts:

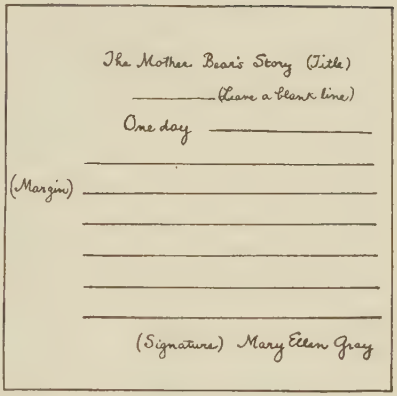
*s*ure a*n*y ag*ai*n a*ch*e gramm*ar* min*u*te s*ai*d
*k*now sug*ar* b*u*sy doct*o*r sep*a*rate *a*lways d*oe*s

A Word Game. ***Doesn't.*** Tell some things your mother does not do; your father; your teacher; a squirrel; a robin. ("My mother *doesn't* fly.")

106. **Writing Sentences.** Correct the following. Underline the word that is talked about. This is the topic, or *subject.*

A soft answer turneth away wrath birds of a feather flock together wilful waste makes woeful want still waters run deep half a loaf is better than none all work and no play make Jack a dull boy.

107. Writing a Story. Write in one paragraph what Mother Bear told the Porcupine. Put as title "The Mother Bear's Story." Follow this model.



108. Criticizing a Story. Answer the following questions about your paragraph:

1. Is your paper neat and clean?
2. Have you been careful in your handwriting?
3. Are the chief words of the title capitalized?
4. Do you have a margin?
5. Is the paragraph indented?
6. Enlarge the periods.

Copying the Story Right. Copy the story with all the improvements. Make this your best handwriting. The five best will be put on the wall.

109. Handwork. Using the pattern that the class has chosen, make your case to hold written work. Decorate the cover, and write your name and address on it.

110. Exhibit of Cases to Hold Work. Each pupil will hold his case up and tell what he did to decorate it. The class will offer suggestions. Point out the good and the poor points in each. The ten best cases will be given a special star on the back of the case. The teacher will draw the stars.

111. **Making a Play of a Story.** On page 57 an interesting story is begun. We shall now finish the story and turn it into a play. Read the story on page 57 again. Talk about how you would play the story told in these sections.

WHY THE EAGLE DEFENDS AMERICANS

Characters

Mother Bear

The Indian Boy

Mr. Porcupine

First Bear Cub

Second Bear Cub

Three Hunters

SCENE 1. IN THE WOODS

(*Enter* MR. PORCUPINE.)

MOTHER BEAR (*putting her head out of the window*). Oh, Mr. Porcupine! Oh, Mr. Porcupine!

MR. PORCUPINE (*stopping and looking up*). [Make up his speech.]

MOTHER BEAR. . . . . [You made up her speech on page 59.]. . . . . .

MR. PORCUPINE. . . . . [Make up his speech.]. . . . . .

Copy the title, characters, scene, and beginning of the play. Make up Mr. Porcupine's speeches in class. Write them on the board. Copy Mr. Porcupine's first speech.

112. **Dictation.** The teacher will dictate Mother Bear's speech which you have composed on page 59. She will select the best paragraph for everybody to take. She will dictate Mr. Porcupine's second speech.

113. **Acting Scene 1.** Let different groups of pupils act this scene. See who play the parts best.

114. The Story Continued. "Why the Eagle Defends Americans." (From *Stories the Iroquois Tell Their Children.*)

[5] Chief Porcupine had a big voice. As soon as he called, the animals ran at once to the council tree. The chief then told them about the fears of Mother Bear and of the danger to the boy.

"Now," said he, "which of you will take the boy and save him from the bear hunters?"

[6] Now it happened that some of these animals present were jealous of man. They had held more than one secret council to plan to do away with him. They said he was becoming too powerful. He knew all they knew — and more. The beaver did not like man, because he could build a better house. The fox said that man had stolen his cunning and could now outwit him. The wolf and the panther objected to man, because he could conceal himself and spring with greater surety than they. The raccoon said that man could climb higher than he. The deer complained that man could outrun him.

[7] So when Chief Porcupine asked who would take the boy and care for him, each of these animals in turn said that he would gladly do so.

[8] Mother Bear sat by listening and thinking hard, for a bear. At last she spoke. To the beaver she said, "Beaver, you cannot take the boy. You will drown him on the way to your lodge."

To the fox she said, "Fox, you cannot have him. You would teach him to cheat and steal, while pretending to be friends."

To the wolf and the panther she said, "Wolf and Panther, neither of you can have him, for you would eat him up."

To the deer she said, "Deer, you lost your upper teeth by eating human flesh. And you have no home, you are a tramp."

To the raccoon she said, "Raccoon, I cannot trust you, for you would coax him to climb so high that he would fall and die. — No, none of you can have the boy." MABEL POWERS

(*To be continued*)

What did Mr. Porcupine tell the animals? Which animals were jealous of man? Why were they jealous? What had they done?

Choose six pupils to act as these animals and play this scene of the secret meeting. Which of these animals would be the leader? Why do you think so? Why did these animals offer to care for the Indian boy?

✡ **115. A Pronunciation Game.** Do not give wrong sounds:

Arctic (not "artic") apron (not "apern") column (not "colume")
kettle (not "kittle") eleven (not "'leven") learned (not "larned")

A Talk to the Class. Pretend that you are Mr. Porcupine. Tell what he said to the animals. Give his speech. Say "Mr. Porcupine said" (not "says").

Who stood the best? Who leaned against the teacher's desk? Who looked at the audience?

116. The Story Ended. "Why the Eagle Defends Americans."

[9] Now a great bird that lives in the sky had flown into the council tree while the animals were speaking. When Mother Bear had spoken, this wise old eagle flew down and said:

[10] "Give the boy to me, Mother Bear. No bird is so swift and strong as the eagle. I will protect him. On my great wings I will bear him far away to the wigwam of an Indian Friend, where a little Indian boy is wanted."

[11] Mother Bear looked into the eagle's keen eyes. She saw that he could see far. She knew she could trust him. Then she said, "Take him, Eagle; I trust him to you."

[12] The eagle spread wide his great wings. Mother Bear placed the boy on his back and away they flew, far from the council

woods to the wigwam where a little Indian boy was wanted. This was the first young American to be saved by an American eagle. — MABEL POWERS: *Stories the Iroquois Tell Their Children*

Find the different animals in the picture on page 64. Which were the friends of man? Which were the foes? What made the Mother Bear trust the eagle? Describe the picture.

Have you ever seen an eagle? Where do they nest? Tell something interesting about one of the animals in the story.

Retell the story in relay.

Which animal would make the best king?

117. **A Pronunciation Game.** Sound the *h* in *wh*. Pretend to blow a feather and put the *h* sound first.

where when what which why

A Talk to the Class. Tell which animal you would choose to be king of beasts. Give three reasons for wanting him to be king.

118. **Comma after Name of Address.** Copy in your best handwriting on the board what Mother Bear said to each animal that plotted against man:

[1] Beaver, you cannot take the boy. You will drown him on the way to your lodge.

[2] Fox, you cannot have him. You would teach him to cheat and steal, while pretending to be friends.

[3] Wolf and Panther, neither of you can have him, for you would eat him up.

W. FLETCHER WHITE.

[4] Deer, you lost your upper teeth by eating human flesh, and you have no home. You are a tramp.

[5] Raccoon, I cannot trust you, for you would coax him to climb so high that he would fall and die.

In each of these five little paragraphs what is it that cuts off the name of the animal spoken to from the rest of the sentence?

Remember: A comma separates a name of address from the rest of the sentence.

Dictation. Copy Mother Bear's speech. Make it one paragraph. Insert the commas to cut off the names of the animals addressed.

119. **Writing a Letter.** Write a letter to the principal, asking permission to give your little play before the school. In class rewrite your letter. See the models on pages 28 and 53. The best letter will be sent.

120. **Acting the Play.** Different groups of pupils will now show how they would act the following scenes, which you have already talked about.

Scene 1. In the woods at the bear tree. (Page 60.)
Scene 2. At the secret meeting. (Page 61.)
Scene 3. At the council tree. (Page 62.)

Who will be the characters in each scene? What will each say? How do you think he would say it?

Practice playing the story several times, different pupils taking part each time. The twelve who play it best will be chosen to act the story before the school.

PROJECT XIII. VISITING SOMETHING IN YOUR LOCALITY

121. **Conversation.** There is something of interest in nearly every locality, which strangers are glad to see. Sometimes the people who live near by are least acquainted with it.

This month we are going to read what a little African boy saw in the city of New York.

A Long Journey

Some years ago a little African boy whose home was a thatched hut in the wilds of Africa was taken by a missionary to the city of New York. The voyage was made upon a steamer, and the little fellow was interested in the mighty engines fed by coal which carried him over the oceans, and in the other strange things he saw upon shipboard. He was even more surprised at the wonders on land. He stayed for some months in America, and was then carried back to his people, who came together from far and near to hear what he had seen.

Frank G. Carpenter: *How the World is Housed* *

Write on the board six sentences about the African boy. Has he learned to use his eyes? his ears? his tongue? How do you know?

In your geography trace the way he came from Liberia to New York. What "other strange things" would he see on shipboard? Tell about three "wonders on land."

122. **Conversation.** Talk about the places you could visit where you live. Is there anything of historical

* Copyright, 1911, by Frank G. Carpenter.

interest? Is there a great industry? a park? a great store? a public building? beautiful natural scenery?

Write a list on the board. Give a good reason for visiting each one. Give directions for going to each.

123. **Horn Game.** Open the mouth wider for each successive word in pronouncing the following: *Kāte, cat, car, call.* The mark – means the long sound of the vowel, as in *cake.*

A Talk to the Class. Tell which place you would like the class to visit. Either (*1*) give two reasons for going there, or (*2*) tell how to go.

Voting for the Most Popular Place. After all the class have spoken, you will write on a slip of paper the name of the place you now wish the class to visit. Two pupils will collect and count the votes.

The chosen place will be actually visited, after permission has been obtained.

124. **How to Show Possession.** Consider the following sentences carefully:

1. The little African *boy's home* was a thatched hut.
2. Through the *missionary's kindness* the boy came to America.
3. The *steamer's engines* interested him.
4. The *boy's surprise* was greater when he saw the wonders on land.

Whose home was it? whose kindness? whose engines? whose surprise? The apostrophe shows that these belong to the word that comes before.

Remember: *The apostrophe with s ('s) shows possession.*

Writing Sentences. Make up five sentences with words of possession.

Dictation. Copy five sentences with words of possession.

125. **Using the Eyes.** Read:

WHAT THE LITTLE AFRICAN BOY SAW

The little fellow described the doings of steam and electricity. He told of the magic of the telephone, of the wagons without horses which flew over tracks of steel, of the automobiles which ate oil and had a bad smelling breath, of the electric light through which, by touching a button, man could turn night into day, and of the birdlike ships that flew through the air.

FRANK G. CARPENTER: *How the World is Housed* *

What is steam? Where are steam and electricity used? What is the "magic" in the telephone? "the bad smelling breath" of the automobile? the "birdlike ships"?

Talk about other things the African boy must have seen. Which do you think would seem most wonderful? Why?

Making an Outline. Make an outline of what the African boy saw. Which words unlock the thought for you and therefore might be called "key words," as, *steam?*

126. **Conversation.** You have now chosen the place that you would like to visit. Talk about the things you may expect to see. Would anything seem like "magic" to the African boy? Is any special work done at this place? Why is the place noted?

Making a Class Outline. Write on the board, as the class suggest them, all the things to look for. Arrange them in good order.

* Copyright, 1911, by Frank G. Carpenter.

A Word Game. The teacher holds up an article and goes the rounds, asking, "What *do* you *see?*" (I *see* a pen.) "What *did* you *see?*" (I *saw* a pen.) "What *have* you *seen?*" (I *have seen* a pen.) "What *had* you *seen?*" (I *had seen* a pen.) "What *shall* you *see?*" (I *shall see* a pen.)

127. Knowing How to Tell What One Sees. The African boy knew how to use his tongue as well as his eyes. Read what he said to the people at home:

THE AFRICAN BOY'S STORY

As he described these and other miracles, his friends opened their eyes and mouths in amazement, half doubting whether what he said could be true. At last he began to tell of our houses and especially of the great structures of steel where a whole tribe of families dwelt in apartments, one over the other, riding up and down to their homes in elevators, which he called little cages of iron. He said that these buildings were so tall that the strongest and most skillful bowman of Africa, standing upon the ground, could not shoot an arrow as high as their roofs. Upon that the whole crowd gave a shout and would hear nothing more. They talked the matter over together and concluded it could not be true and that the boy's stories must be lies from beginning to end.

FRANK G. CARPENTER: *How the World is Housed* *

* Copyright, 1911, by Frank G. Carpenter.

Was the African boy's story true? Why was he not believed? What else could he have told about a sky-scraper? Why would this boy make a good American? Why would he make a good student in school?

128. **A Pronunciation Game.** Pronounce the final letter *d*. Arrange alphabetically.

(*a*) hand	bound	gold	send	and
(*b*) band	lend	grand	found	friend
(*c*) bold	cold	blend	blind	told

A Talk to the Class. Tell the three most important things you are going to look for where you visit. Tell why they are important. Try to use a new word.

Who stand away from the desk? Who speak loud enough to be heard? Who look at the audience?

129. **Writing a Letter.** Write a letter to Buomo, the African boy, and tell him about the visit you are going to make. Tell three things, each in a paragraph: (*a*) Why you are going, (*b*) Why the place you visit is important, and (*c*) What you expect to enjoy most.

Criticizing a Letter. Are the five parts of a letter given? Turn to the models on pages 28 and 36. Are these five parts in the right places? Is there a margin? Are there three paragraphs? Is each indented? Enlarge the periods. Does each sentence begin with a capital?

[The actual visit is made after school.]

130. **Conversation.** Tell about a wonderful, funny, queer, or dangerous thing you have seen. Who can tell the most interesting story about your visit?

PROJECT XIV. CHOOSING A CLASS MASCOT

131. Conversation: Our Little Brothers — the Animals. Look at the animals in the cages on this page. Tell what they are. What other animals have you seen in cages at a circus or at the zoo?

Hiawatha, the Indian boy, loved animals. Learn what Longfellow said about him:

Of all the beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

Around this page are cages for wild animals. Put an animal into each cage. Write its name on the board.

132. The Subject of a Sentence. Read the following sentences carefully and be ready to tell the name of the animal talked about in each:

1. The lion is the king of beasts.
2. The fox is a sly animal.
3. The giraffe has the longest neck of any animal.

In the first sentence *lion* is talked about. In the second sentence *fox* is talked about. In the third sentence *giraffe* is talked about. Each of these words is the topic of the sentence, or the *subject*.

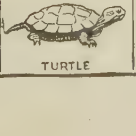
Remember: *The thing, the animal, or the person talked about is called the* **subject**.

Writing Sentences. Make up ten sentences with names of animals as subjects. Underline the words that are subjects.

133. **Description of an Animal.** A *description* of something tells what it looks like. It makes a word picture of it. Few of the class have ever seen a ferret. Read the following description and see whether you get a picture of it:

> Visiting a shop, where pet animals are for sale, one may sometimes see a ferret. It is a yellowish, whitish animal, as long as a cat, and as small around as a rat. Its legs are short, and its claws sharp. The head is small, the ears look as if they had been cropped with shears, the nose is tapering, and the teeth are sharp and piercing. Its body is almost as limber as a snake's. Taken all together the ferret looks like a snake on legs.
>
> JOHN MONTEITH: *Some Useful Animals*

Tell the different things that are said about the ferret. Write these on the board briefly. Try to draw a picture of a ferret.



134. Making an Outline. Choose an animal on this page as mascot. Make an outline of the same things as were given for the ferret.

135. A Pronunciation Game. Pronounce: *tune, duty, June, use, mute, human, pure, numerous, union.*

A Talk to the Class. Describe the animal that you have selected.

As each pupil speaks, copy down his name and that of the animal he describes.

136. Rearranging Notes. You now have a list of speakers and the animals about which they talked. Arrange the names of the animals alphabetically. Under each animal put the names of the pupils who spoke for it.

Shetland pony
Harold Gray
Esther Hill

PUG

DACHSHUND

BLOODHOUND

GREAT DANE

POINTER

POMERANIAN

POLICE DOG

COLLIE

WOLFHOUND

GREYHOUND

SETTER

ST. BERNARD

FOX TERRIER

BULL

ESKIMO DOG

IRISH TERRIER

AIREDALE

FOXHOUND

PEKINGESE

COACH

COCKER SPANIEL

CHOW

MASTIFF

POODLE

137. **Conversation.** The word *bear* stands for all bears, as grizzly, black, brown, cinnamon, and polar. So the word *dog* stands for all dogs.

Write on the board the names of all the dogs pictured on this page. Talk about the dogs in class. How are they alike? How do they differ?

Spelling Match. Names of animals.

138. **Conversation: Choosing a Class Mascot.** Look again at the animal pets on page 73. You have heard your classmates make speeches in favor of different animals. The time has now come to choose a mascot for the class. Talk about different animals as pets. Which make the best? which the poorest? Are there any real animals you can describe to the class? Make up your mind as to which animal you want.

A Word Game. *Un* often means "not." Form words by joining it to *seen*, *true*, *known*, *aided*, *easy*, *furled*, *made*, *opened*, *told*, and *veiled*. Arrange the words alphabetically.

✡ 139. **A Pronunciation Game.** In the following words sound final *ing*. On pages 71 and 73 pick out the animals that make these sounds:

mooing	whinnying	grunting	cackling	barking	bleating
mewing	whining	warbling	croaking	cooing	squealing

A Talk to the Class. Make a speech in favor of the pet you want as a class mascot. Try to make the class see its good points. Speak loud. Have good opening and closing sentences.

A pupil will act as secretary and keep a record on the blackboard of the animals the different pupils champion. The animal that has most champions wins and becomes the class mascot.

140. **Writing a Letter or a Description.** Divide the class into two groups: the first, to write a letter to the principal for permission to put up in the corridor a description of the class mascot; the second, to write the description.

Has the letter five parts? Is the description indented? Enlarge the periods. Does each sentence begin with a capital letter?

The best letter will be sent, and the best description will be posted in the corridor.

An Exhibit of Mascot Pictures. Bring to class all the pictures you can find of the animal you championed. Mount the best one on cardboard. Put the winner in the place of honor.

141. Conversation: **Preparing for Clean-up Week.** Here is what the school children of the city of New York sang at their "clean-up" meetings. Sing it yourselves as your campaign song.

NEIGHBOR MINE

[1] There are barrels in the hallways,
Neighbor mine;
Pray be mindful of them always,
Neighbor mine.
If you're not devoid of feeling,
Quickly to those barrels stealing,
Throw in each banana peeling,
Neighbor mine!

[2] Look whene'er you drop a paper,
Neighbor mine,
In the wind it cuts a caper,
Neighbor mine.
Down the street it madly courses,
And should fill you with remorses,
When you see it scares the horses,
Neighbor mine!

[3] Paper cans were made for papers,
Neighbor mine;
Let's not have this fact escape us,
Neighbor mine.
And if you will lend a hand,
Soon our city dear shall stand
As the cleanest in the land,
Neighbor mine.

How does your community provide ways to clean up? How are the streets kept clean and pleasant? How do you help to keep the city clean?

Talk about the poem. See whether you can make up other stanzas for it.

Your class will now organize as a club to help in Clean-up Week. You will choose a leader, or president, for two weeks. Three names will be proposed in class and written on the board. Three pupils will distribute paper on which you will write the name of the person you want. Choose a name on the board. The three pupils will collect the votes and will check them off on the board as the teacher reads them:

Allen Gray	𝍸	𝍸	𝍸
Esther Hill	𝍸	//	
Tom Smith	𝍸	///	

How many votes does each have? The president will appoint five leaders of committees, or chairmen. These chairmen will take turns in choosing other members of the club for their committees. What shall each committee take charge of?

142. **Conversation: What You Can Do in Your Community.** What different things should be done to keep your community clean? Which are done? Which are not carefully done? Write these two sets of things on the board under *Good* and *Bad*.

Are your own backyards clean? What have you done there to clean up? If you find places that are "nobody's business," see whether you can clean them up yourselves.

A Word Game: *This* and *That*. Write two groups of words on the board some distance apart, matching initial letters alphabetically. The teacher asks, "Which words begin with *a*?" The pupil points and says, "*This* word begins with *a*. *That* word begins with *a*." Go the rounds.

143. **A Pronunciation Game.** Sound the long vowels. Draw a starfish. Write a syllable at each point. Say quickly and clearly: *lā, lē, lī, lō, lū.*

A Talk to the Class. Tell (*a*) what you have done to clean up your yard; (*b*) places that need cleaning up; or (*c*) how you have helped the city keep clean.

Who said, "and-a," "why-a," "we-a," "then-a," or expressions of this sort?

144. **Handwork.** Make a poster of cardboard or Manila paper and print in the upper part the name of your class, the names of the president of your Clean-up Club, the chairmen of the committees, and the members of committees. Make a suitable drawing.

Writing a Letter. Write a letter to the principal of the school. Use two paragraphs. In the first, tell what your class is doing for Clean-up Week, and in the second ask permission to hang your poster in the corridor.

Be sure to have the margin and the indentions right. Are the parts of the letter right?

The best letter will be sent.

145. **Conversation.** Here is a description of insect pests. Answer the following questions: 1. Where do they come from? 2. What should they teach us?

Some of our best lessons are taught us through stings and bites. Mosquitoes, fleas, flies, and ticks have not yet done their work in the world. They are always saying to us, "Keep clean!" Mosquitoes are hatched in still water, and the young are well named "wigglers." They are restless, lively little fellows.

Flies and fleas are hatched in rubbish and decaying matter. They, with the mosquitoes, say to us, "Keep the earth clean! Drain your swamps, and make them smile with grass and flowers. Keep your streets clean, your sewers in order, and burn your rubbish. By so doing you destroy our cradles, and we can pester you no longer."

JOHN MONTEITH: *Some Useful Animals*

Outline what we should do. Number the points.

What disease does the mosquito carry? How can we get rid of insect pests? Imagine the journeys of a fly.

Notice the comma before, "Keep clean" in the first paragraph.

Remember: *A comma is placed before a short quotation.*

146. **A Humming Game.** To get a good tone, close the lips and hum *m*. Open the lips but continue humming.

A Talk to the Class. Tell why a certain insect is a nuisance or a danger. Tell how to get rid of it.

147. **An Imaginary Journey of a Fly.** Here is the story that a little two-year-old child made up after watching a brown dog rolling on the grass to get rid of a fly:

> Big bwown Wow-wow ly-ing on the gass. 'Long came Sly-bug, bit bwown Wow-wow. Bwown Wow-wow said, "Go 'way, Sly-bug, go over to Auntie's!"

Then the baby laughed, for she knew that her aunt did not like flies because they "didn't clean their feet."

Writing a Story. Make up in one paragraph an imaginary journey of "Sly-bug, the Fly."

148. **Words That Mean More than One.** What is the difference in these groups of sentences?

(*a*) There is a *bug*.
(*b*) There is a *cat*.
(*c*) There is a *dog*.
(*d*) There are two *bugs*.
(*e*) There are three *cats*.
(*f*) There are four *dogs*.

The words on the left refer to "one" and are called *singular*. The words on the right refer to "more than one" and are called *plural*.

> *Remember: Words that mean one are called* ***singular.***
> *Words that mean more than one are called* ***plural.***
> *Plurals are usually formed by adding* ***s.***

149. **Outlining a Report.** Write in outline form what your class did (*1*) to "clean up," and (*2*) to get rid of insect pests. Send the best report to the superintendent.

150. **Seat Work, Printing, and Drawing.** On the lower half of the poster write the outline of the various things your class did to aid in Clean-up Week.

151. Conversation. We shall take part of the period to go down to the school yard. Are there any trees in the yard? What kinds are they? Have you seen a nest in one? What kinds of nests have you seen? Where else do birds build nests besides in trees?

Draw a map of the yard. Take it with you now to the school yard to see whether you have it right.

Seeing for Yourself. The class will visit the yard to see whether they drew their maps right and to observe the trees.

152. Using Your Eyes. Peter and Polly went with the Story Lady for a walk in the country. Read about what they saw:

"Oh, see the chipmunk sitting on his hind legs. He has something in his front paws. Perhaps it is a seed.

"See how his cheeks are puffed out. He looks as if he had a toothache. But he hasn't.

"He has stuffed his mouth full of something — perhaps more seeds. Poor chipmunk has no pockets. He uses his mouth instead."

ROSE LUCIA: *Peter and Polly in Summer*

"There is a woodpecker," said Polly. "I know him. He is digging for food. He digs with his bill. Sometimes a little woodpecker comes to our trees. I have seen him. He is black and white."

ROSE LUCIA: *Peter and Polly in Summer*

What animals have you seen this year in your walks? What birds have you seen? What were they *doing?*

Tell all the things you have ever seen a chipmunk or a squirrel do. Tell what you have seen a bird do.

Describe the pictures on this page and page 81.

153. **Making a Blackboard Class Outline.** In class talk about the different things you could do to attract birds to the school yard. The teacher will write at four different places:

Bird Food *Bird Box* *Bird Bath* *Bird Shelter*

Under each, as you suggest them, she will write the ideas you give. Of what could these things be made?

Describe one you have seen or read about.

A Sentence Match. See page 52 for directions. Apply the sentences to birds:

(*a*) *give*, gave, have given
(*b*) *sit*, sat, have sat
(*c*) *bite*, bit, have bitten
(*d*) *tear*, tore, have torn
(*e*) *teach*, taught, have taught
(*f*) *take*, took, have taken

154. **A Pronunciation Game.** Sound *h* in *wh*. Blow, as if blowing a feather. Then sound the words:

*wh*ether *wh*ip *wh*isper *wh*ither *wh*istle *wh*ite

A Talk to the Class. Choose a bird box, bath, or shelter to make. Tell how you will make it. Give materials, size, shape, and pattern.

Which talks gave the clearest directions? Which were not definite enough? The best description of each kind will be chosen for the school yard.

155. **How Words Are Formed.** The way words are formed is called *derivation*. Many words have a beginning, a middle, and an end. The beginning is called the *prefix*. The middle is called the *root* (or the *stem*). The end is called the *suffix*.

Prefix	Root	Suffix
Trans	*port*	*ation*

From the Latin and Greek languages we have taken many words that now form part of our English language. If you know what these words mean, you can often tell the meaning of a strange word.

Prefixes			
in, *un*, *circum*, around — not	*post*, after *re* — back, again	*semi*, half *sub*, under *trans*, across	*contra*, *counter* — against
Roots			
auto, self *tele*, far	*graph*, write	*scribe*, *script* — write	*phon*, sound
Suffix			
less, without			

Finding Meanings of Words, or Derivation. By using the chart on page 83 find the meanings of these words:

insane	untrue	circumnavigate	postscript
return	semiannual	subway	transcribe
contradict	counteract	automobile	telegraph
autograph	describe	phonograph	telephone

156. Making an Outline. Did Polly know the woodpecker? What three things did she tell about it? What else could she have said? Outline the description.

Make a similar outline for another bird.

157. Politeness in Talking. Ask yourself the following, which boys and girls of St. Louis made as a poster:

Do you say "Good Morning" (not "Hello!")? Do you say "Good-by" (not "So long!")? Do you say "I thank you" (not "Thanks")? Do you say "If you please" or "Please" if you want something? Do you say "Pardon me" if you do something you should not do? Do you say "Excuse me" if you want to leave the room? Do you put *I* last?

A Pronunciation Game. Pronounce all the sounds:

quiet (not "quite")	T*ue*sday (not "Toosday")
across (not "acrost")	fig*u*re (not "figger")
*e*scape (not "'scape")	quant*i*ty (not "quan'ty")
di*a*mond (not "dymond")	groc*e*ry (not "groc'ry")
hist*o*ry (not "hist'ry")	

A Talk to the Class. Tell about the bird you have outlined. Make as good a picture of it as Polly did.

Voting. After each talk pupils who had clear pictures of the bird described will raise their hands.

158. A Description. Write as one paragraph your description of the bird. Enlarge the periods.

Read the descriptions aloud.

The teacher will dictate the best description at the end of the period.

159. How Contractions are Written. Two words which are run together and sounded as one in conversation are form the cover. *ction.* Look at the following list and ob- On page 4 copy the ted letter is marked. Tell what was

162. Personifying a Day. Let us pla a mother with ten lovely children. These are Afternoon, Sunrise, Sunset, Morning, Dawn, Night, Evening, Noon, Midnight, Twilight. Copy their names on the board in the order in which they form the day. Show that they are regarded as persons. Copy them on page 5 of the magazine.

When do these children of Day come? Which is the longest? the shortest? What is beautiful in each?

Spelling Demons. Pronounce, use in sentences, spell:

fr*ie*nd bel*ie*ve Feb*ru*ary T*ue*sday We*dn*esday

163. A Pronunciation Game. Sound final *ing*:

flying	jumping	planting	walking	acting
leaping	skating	digging	breathing	swimming

A Talk to the Class. Tell which part of the day you like best. Describe it so that the class will like it too.

A secretary will record the champions for the children of Mrs. Day. See who is the most popular.

164. Conversation: Kinds of Weather. Describe the following conditions of weather and tell how they arise.

hail	thunder	shooting star	clouds	rain
snow	shower	lightning	storm	comet
fog	rainbow	blizzard	breeze	frost
wind	sunshine	moonlight	drizzle	mist
dew	icicle	showers	sleet	starlight

165. Choosing the Right Words. Play that we have personified Rainy Day, Stormy Day, Summer Night, Sunshiny Day, and Winter Day. Copy these in five columns and under them arrange the above words as "attendants." See which kind of day they suit best. Copy the list on page 6 of your magazine.

A Word Game. *Did.* All the class but one will raise hands or rise. The teacher goes the rounds asking, "Who *did* it?" pointing to certain pupils, who will answer, "I *did* it" or "He *did* it." See page 69.

166. Correct Use of Words. Learn the following uses:

1. *This* refers to something near. *That* refers to something far. Do not use *here* and *there* with these words. Say *this man* (not "this here man").

2. *To sit* means to take a sitting position. *To set* means "to place" or "to put." Say "I *sat* down" (not "I set down").

3. *Which* refers to animals. *Who* and *whom* refer to people. Say "the boy *who*" (not "the boy which").

4. *Much* refers to quantity; as, "How *much* sugar have you?" *Many* refers to number: as, "How *many* apples are left?"

Correct Use of Words. Fill *this*, *that*, *sit*, *set*, *which*, *who*, *whom*, *much*, and *many* in the blanks correctly:

1. They —— the table and then —— down to rest.
2. How —— eggs have you? how —— butter?
3. —— star is small, but —— star is large.
4. The dog —— you saw was out in the rain storm.
5. She —— on the porch because she had —— her chair there.
6. —— cloud is silver-lined, —— cloud is solid gray.
7. It was she —— had so many dresses.
8. —— boy is in the sun; —— boy is in the shadow.
9. The man —— you saw —— out in the rain all day.
10. It took —— time to do the —— chores.

167. Derivation. The names of the days of the week are formed from the names of gods and goddesses.

Sunday means Sun's day.
Monday means Moon's day.
Tuesday means Tiw's day.
Wednesday means Woden's day.
Thursday means Thor's day.
Friday means Freya's day.
Saturday means Saturn's day.

Find out something about Tiw, Woden, Thor, Freya, and Saturn. Where should you look? Talk about what you like to do on different days of the week. Which is your favorite day? Why?

A Written and Oral Exercise. Spell and pronounce the names of the days of the week. Write their abbreviations in alphabetical order. Write the names they come from. Copy this on page 7 of your magazine.

168. **Horn Game.** Sound the following sets of words, opening the mouth wider for each successive word: *tool, toll, tall; bay, bat, bar, ball.*

A Talk to the Class. Tell which is your favorite day and what you like to do on it. Do not say "and-a," "why-a," "so-a," and "it-a."

Writing an Opinion. As soon as you finish speaking, copy your talk on page 8 of your booklet.

169. **Making a Class Magazine.** Your magazine is ready now except for the cover, the title page, and the table of contents. You have done five pieces of written work:

TABLE OF CONTENTS

	PAGE
The "Fern Song" or "Snow-Bound" copied	4
Mother Day's Ten Children	5
Kinds of Days and Weather	6
Where the Names of the Days Came From	7
My Favorite Day	8

On the cover print in large letters "Our Class Magazine" and your name, and draw a decoration.

Copy the table of contents on page 3.

On page 1 (the title page) write "Our Class Magazine" and under it put "by . . ." Fill in your name.

In the middle of page 2 write the dates, telling when you began this work and when you ended it.

170. **Dictation of a Letter.** Copy on page 9 of your booklet a letter from the teacher to your mother or father, in which the teacher will tell about your work at school.

Exhibiting the Magazine at Home. Take your magazine home for your family to see, especially your mother.

171. **Conversation.** We are going to play that a boy and a girl from the fourth-grade class went on a visit to Father Time, in his palace where the days are made. Here is a picture of Father Time. Why does he carry a scythe? Why is his beard so long?

Father Time has promised to show the seasons, the months, the days, and the hours. We shall arrange them in a little pageant like this:

A Visit to Father Time

Place. Father Time's palace

Characters.

Father Time	A Girl	Twelve Months	Twenty-four Hours
Four Seasons	A Boy	Seven Days	

Scene 1. A Procession of the Seasons (Page 92)
Scene 2. Riddles of the Months (Page 93)
Scene 3. Where Names of the Days Came From (Page 89)
Scene 4. A Pantomime of the Hours (Page 94)
Scene 5. Tableau: The Life of a Day (Page 87)

Since Scene 5 is a tableau, no one will speak, but the characters will group themselves in a certain way. Which should come first? which last? How could their costumes show what they are?

How many will speak in the third scene? How could you decorate a pupil to show which day he is? Sunday might have a yellow sun of cardboard tied over his chest. What will each say?

172. **Conversation.** Write the names of the four seasons upon the blackboard:

spring *summer* *autumn* *winter*

Under each word write things you could wear to represent that season. What could SPRING wear on her head? What could SUMMER carry in her arms to show that harvest time has arrived? What could AUTUMN cut out of brown Manila paper and pin on her dress? What could WINTER deck himself with to represent snow?

What does each season do to the earth? What does each season do for man? What do people do during each season?

When does each season begin and end? Who or what should accompany each season in our play? How does each season let you know that it is here?

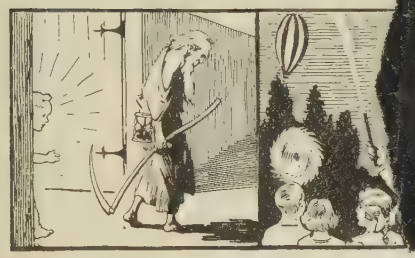
☆ 173. **A Pronunciation Game.** Practice the short sounds of vowels (˘) in *săt*, *sĕt*, *sĭt*, *mŏss*, *nŭt*. Write the words on the points of a star.

A Talk to the Class. Tell which is your favorite season. Tell why. Stand erect. Speak so that you can be heard.

174. **A Blackboard Class Composition.** Make up in class a speech for each season, telling who come with her to earth and what she brings to us. The teacher will write on the board the sentences selected as best.

Dictation. Copy the speeches of the four seasons.

175. **Guessing Riddle Pictures.** Each picture on the opposite page represents a month. How many can you guess? Plan similar pictures for the other months.



Different pupils will act the "riddle pictur[illegible] planned for the others to guess. You must not say a word, but only act out what the picture is to be. Which characters might be dressed for their parts?

176. **A Pronunciation Game.** Sound *h* in *wh*. Blow, as if blowing a feather. Then sound the words:

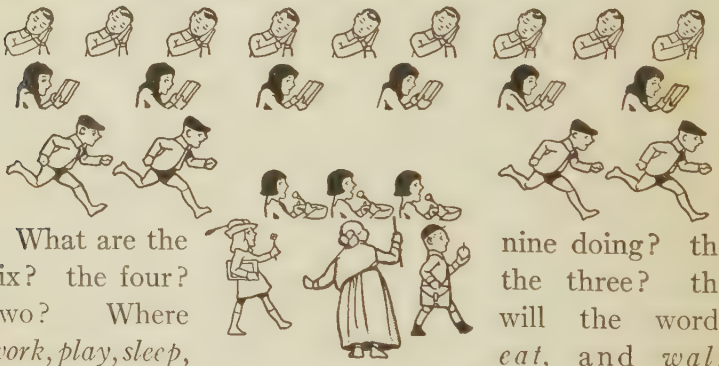
whale	wheat	whence	whine	where
wharf	wheel	while	whirl	when

A Talk to the Class. Tell what you like to do in your favorite month.

177. **Writing a Letter.** Write a letter to a veteran, inviting him to come to your entertainment. Make two paragraphs: (*1*) tell what your play is to be like, (*2*) invite the veteran to come.

re now going to plan a pro-
lours, with Mother Day lead-
walk in pairs, from 1 to 12,
walking with "1 o'clock in
t what each Hour should be
end to be asleep? which, at
nich, eating? which, walking?
Hour act its part in the procession.

Mother Day waved her wand and the twenty-four figures came to a new position, like this:



What are the nine doing? the six? the four? the three? the two? Where will the words *work*, *play*, *sleep*, *eat*, and *walk* apply? Which are the most important? Why?

Write five sentences telling the number of hours you spend in eating, sleeping, playing, working, and walking.

Acting a Pantomime. Divide the twenty-four Hours among the class and act out the procession and the tableau. Choose some one to be Mother Day.

179. **Acting a Play.** You have played the parts of the pageant separately. On the opposite page they are put together as a play. Act it out in the classroom.

A Visit to Father Time

[Father Time *seated on throne in palace. Enter* Boy *and* Girl]

Boy. Father Time, we have come to learn how the year is made.

Girl. Yes, Father Time.

Father Time. My children, welcome! Sit one on the right, and one on the left. You shall see all the wonders that make the year. Ho, Seasons! Enter! (Boy *and* Girl *seat themselves.*)

1. Procession of the Seasons

[Spring, Summer, Autumn, *and* Winter *pass across the stage, each pausing before* Father Time *to make a speech* (page 92)]

Boy and Girl (*clapping hands*). Splendid! More, Father Time!

Father Time. Ho, Twelve Months, enter!

2. Riddles of the Months

[*One after the other,* Twelve *tableaux, one for each of the* Months, *are shown* (page 93). *The* Boy *and the* Girl *guess which month each represents.*]

Boy and Girl. Wonderful, Father Time! Do show us more.

Father Time. Ho! Mother Day! Come, bring your many children!

3. **Where the Names of the Days Come from.** [Page 89.]
4. **A Pantomime of the Hours.** [Page 94.]
5. **Tableau: The Life of a Day.** [Page 87.]

Boy and Girl (*clapping*). Thank you, Father Time. We shall never forget our visit.

180. **Practicing Parts.** Play through this pageant, different pupils taking parts. If you do it well, maybe you can give it before the school for Memorial Day (or Christmas).

PROJECT XIX. MAKING AN ALPHABET BOOKLET FOR A FIRST-GRADE CHILD

181. How to Use the Dictionary. The word *alphabet* came from the first two letters of the ancient Greek alphabet —*alpha* and *beta*—put together.

What book contains all our English words arranged according to the letters of the alphabet? What helps you to find the part of the book where the word is printed, before you open the book? Learn to find words quickly by always locating the initial letter first in these letter guides.

The dictionary will give you words that have nearly the same meaning; as, *replied* and *answered*. Such words are called *synonyms* (sĭn′o nimz). You should begin learning these words so that you do not have to repeat the same word too often. Which of the following words are synonyms? Use them in sentences.

building	restored	said	noble	action	structure
severe	reported	good	deed	stern	returned

Remember: In looking up a word in the large dictionary locate the initial letter in the letter guide at the edge of the book.

182. Forming the Plural Possessive. How do the following sentences differ in thought? What shows this difference?

(*a*) The boy's list was wrong. (*b*) The boys' lists were wrong.
(*c*) The girl's work was right. (*d*) The girls' work was right.

Sentence (*a*) speaks of one boy's list. Sentence (*b*) speaks of the lists of several boys, for the word *boys* is

plural. In forming the possessive of a plural that ends in *s*, only the apostrophe is added.

Remember: *When a plural ends in s only the apostrophe is used for possession.*

Use the following words as possessives in sentences about the first-grade children:

mothers babies child children baby mother

Write the two forms for *tree*, *cow*, *goat*, *ball*, *cat*, *dog*.

183. **A Pronunciation Game.** Pupils will go to the board and write five words that they find troublesome. They will then move one space to the right and pronounce their neighbor's words.

A Talk to the Class. Retell in relay a story that you have talked about in your reading class. When the teacher taps with her pencil, the first person who rises may continue the story.

184. **Homonyms.** *To, Two, Too.* If you did not see how these sentences were written, what would puzzle you?

(*a*) I have *to*. (*b*) I have *two*. (*c*) I have, *too*.

Words that sound alike but are spelled differently and mean different things are called *homonyms*. *To*, *too*, and *two* are homonyms. *Two* means number. *Too* means "also."

Write sentences with the following homonyms: *right, write; hear, here; pair, pear; too, to, two; bow, bough; meat, meet.* Write the words in an alphabetical list.

Choosing Easy Words. If you are going to make an alphabet booklet for a child, you must be sure to

choose for each letter a word that he knows. Write down the letters of the alphabet in a column. Now put beside each letter an easy word. Talk over these words in class. Each pupil will make his own list of words.

185. **A Pronunciation Game.** Pronounce all the sounds in:

geography (not "g'ography")	different (not "diff'rent")
arithmetic (not "'rithmetic")	several (not "sev'ral")
vegetable (not "veg'table")	every (not "ev'ry")
valuable (not "valuble")	grocery (not "groc'ry")

escape (not "'scape")

A Talk to the Class. Tell the class which words you have chosen for your Alphabet Book.

186. **Illustrating the Booklet.** To make these words mean more to the children, let us get pictures of them. Look through newspapers and magazines, especially among the advertisements. Perhaps you will want to change your word to another to suit a good picture you find. If you cannot find the picture you want, draw and color a picture.

A Sentence Match. See page 52 for directions:

(*a*) *speak*, spoke, have spoken	(*d*) *rise*, rose, have risen
(*b*) *shake*, shook, have shaken	(*e*) *lend*, lent, have lent
(*c*) *burst*, burst, have burst	(*f*) *blow*, blew, have blown

187. **Handwork.** Take 15 sheets of paper. Fold them to look like a book. Sew or pin them. Decorate the cover and print on it "An Alphabet Book" with your name underneath as the author. Use color on the cover. Begin numbering the first page within, but not on the

inside of the cover page. On page 1 write "To —— from ——." Fill in the name of the child and your name.

A Word Game. *It was I; It wasn't I.* The teacher closes her eyes while some one knocks on the desk. Then she goes the rounds, asking, "Was it you?" (*It wasn't I.*)

188. **Printing and Writing.** Print at the top of page 3 the letter *A*, making it one inch high. In the same way print a letter of the alphabet at the top of each page, taking the letters in order.

Now turn back to page 3 and begin again. This time you will copy in your best handwriting under each letter the word that you have selected for that letter. Where you could not think of a good word, as for *X*, leave the page blank.

189. **Drawing, Cutting, and Pasting.** On page 3, under your word for *A*, paste a picture to illustrate it or draw and color a picture of the word. If you have *apple* for *A*, draw and color a red apple.

190. **A Pronunciation Game.** The class will go to the board and write five words with final *ing* on ladders. They will then progress to the right, and pronounce the words at that part of the board.

A Talk to the Class. Show your booklet. Tell which letters were hardest to do. Show which you think is best. Tell why.

Stand the booklets on the blackboard ledge. Decide which is best. Give the booklets to the children for whom they were made.

PROJECT XX. GOING ON A CLASS PICNIC

A Summer Picnic

191. **Study of Pictures.** What is taking place in each picture? What season of the year is it in each? How will the picture on this page look in winter? How will the other picture look in summer? What pleasant things can we do at a picnic in summer? in winter?

A Blackboard Class Outline. Write on the board:

A Summer Picnic *A Winter Picnic*

Under each outline the different things you would plan for each. Use as heads: I. What to take, II. What to do.

192. **Conversation: Planning a Picnic.** You must first decide where to go for your picnic. Talk about this. Write on the board the places suggested. Why will each be a good place? Must you get permission to have a picnic there?

☆ 193. **A Pronunciation Game.** Sound *h* in *wh*. Blow, as if blowing a feather, and then pronounce:

wheeze	whey	Whig	whimper	whittle
whit	whiff	whim	whisker	where

A Winter Picnic

A Talk to the Class. Tell where you would like to go for the picnic. Give two good reasons.

Voting at the End of the Period. You have heard talks about various places. Choose the one that you now think the best. Write the name on a slip of paper. Two pupils will collect the votes and read them to the teacher, while she checks them off on the board.

194. **Conversation.** Where is the place you have chosen? How far is it from school? Is it pretty? Is there water? Are there trees? What is the best way to go to it? How long will it take to walk there? What do you pass on the way?

On the blackboard draw a map to show how to go. Draw a line for the exact route. Put arrows on it to tell direction.

A Sentence Match. See page 52 for directions. Apply the sentences to the picnic.

(*a*) *begins*, began, has begun
(*b*) *lie*, lay, has lain
(*c*) *shines* (sun), shone, has shone
(*d*) *drown*, drowned, has drowned

195. Sentences with *Yes* and *No*. You have learned that the name of a person addressed is set off by a comma. Here is a similar use. Which of the following sentences is clearer? Why?

(*a*) Yes, Harold wants the class to go to the lake.
(*b*) No Mary thinks they should go to the woods.

When the words "yes" and "no" are used in replies to questions, they should be set off by a comma.

***Remember:** Set yes or no off by a comma in using it in a reply.*

Write ten sentences with *yes* and *no*.

196. Correct Use of Words. Notice the correct use of the following words, which are often misused.

1. *At* means place; as, "He was *at* the beach" (not "to the beach"). *To* is used for motion; as, "The boys went *to* the beach."

2. *To learn* means "to receive information." You should say "The teacher *teaches* me" (not "learns me").

3. The word *well* (not "good") is used to describe something you do. Say "He did it *well*" (not "did it good").

A Written Exercise of Review. Fill the blanks with the right words: *there are, they are; this, that; sit, set; to, too, two; good, well; learn, teach; to, at.*

1. —— picnic place is better than ——, because —— —— trees.
2. The boys can row ——, so they will —— the girls.
3. The class walked —— Grady's Woods —— Refton, —— miles distant.
4. They —— the lunch boxes under a tree, and then —— in a circle and —— a new game.
5. —— —— sure that the lunch will be ——, ——.

197. Conversation. Write down all the different things you like to do at a picnic. Which do you like to do by yourself? Which take more than one to play? Talk about how to play each game. See whether you make your directions clear. If you tell things in the wrong order, we say that it is as bad as "getting the cart before the horse."

Remember: Tell each thing as it actually comes, when you explain.

198. A Breathing Game. Raise your arms at the side and inhale while your teacher counts five. Drop your arms and exhale in the same way.

A Talk to the Class. Explain exactly how to play or do something at a picnic.

199. Conversation. Talk over in class what things are good to take for a lunch. How many will be going to the picnic? How much lunch should each person have? What are the best things for a lunch? Talk about the things you buy and the things you make. Tell how to make them. Describe the lunch you like best.

200. Writing a Letter. Decide in class whom to ask to go to the picnic with you as chaperon. Write two paragraphs: (*1*) Tell where and when you are going, and (*2*) invite her to go. Send the best letter to her.

[Hold a class picnic on a Saturday.]

LANGUAGE

GIRLS AND BOYS

THERE are two flags that you must honor. One is the red, white, and blue banner of our country that floats above every public building. The other is the flag of American speech — the *language flag* that you should keep floating proudly and cleanly over you, wherever you may be.

The *way* you speak determines whether that language flag will float proudly over you, or whether it will droop under foot. Bad grammar, careless pronunciation, and slang are the things that soil and drag down the language flag. People about you will know how much you respect the flag of American speech from the way you talk; for it is true that "your speech betrayeth you."

Give the flag salute. Repeat together the pledge you made last year to honor these two great flags:

I pledge allegiance to my flag and to the language for which it stands — the English language, which I pledge myself to speak and to write correctly, a little better each day.

PART TWO

PROJECT XXI. MAKING CLASS POSTERS AND MOTTOES

1. **Study of a Poem.** This year we shall hear a good deal about the two flags mentioned on the opposite page. The following poem is a song about the national flag. As you read it, notice which expressions would be equally true of the *language flag*.

A Song for Our Flag

[1] A bit of color against the blue:
Hues of the morning, blue for true,
And red for the kindling light of flame,
And white for a nation's stainless fame.
Oh! fling it forth to the winds afar,
With hope in its every shining star.
Under its folds wherever found,
Thank God, we have freedom's holy ground.

[2] Don't you love it, as out it floats
From the schoolhouse peak, and glad young throats
Sing of the banner that aye shall be
Symbol of honor and victory?
Don't you thrill when the marching feet
Of jubilant soldiers shake the street,

And the bugles shrill, and the trumpets call,
And the red, white, and blue is over us all?
Don't you pray, amid starting tears,
It may never be furled through age-long years?

[3] A song for our flag, our country's boast,
That gathers beneath it a mighty host;
Long may it wave o'er the goodly land
We hold in fee 'neath our Father's hand.
For God and liberty evermore
May that banner stand from shore to shore,
Never to those high meanings lost,
Never with alien standards crossed,
But always valiant and pure and true,
Our starry flag: red, white, and blue.

MARGARET E. SANGSTER

Which words describe the real flag? Which words apply more to the country for which the flag stands? Copy these on the board. If a foreign power conquered this country, what would happen to the national flag? to our language?

2. **Conversation.** Let us consider that each star in our language flag stands for a famous poem or story, and each stripe for a famous writer. Name a poem or a story that would be a sparkling star. What great names from American or English literature could be written on the stripes? Draw a large flag on the board and insert these names on the stars and stripes.

Why can we say that this language flag belongs to Australia, Canada, and England, as well as to us? Should we let English boys and girls beat us in keeping the lan-

guage flag floating clean and high? What must we do to win honor for this American language flag?

3. **Making Sentences.** Look at the following and be ready to tell which are complete thoughts. How do they differ from the other expressions? Copy them on the board.

1. of jubilant soldiers
2. The trumpets call.
3. a song for our flag
4. against the blue
5. from shore to shore
6. The red, white, and blue is over us all.

Change the four incomplete expressions to sentences.

Remember: *A sentence expresses a complete thought.*
A sentence that tells something begins with a capital and ends with a period.

Make up five sentences about the American flag. Enlarge the periods (•).

A Sentence Match. For directions, see page 34.

4. **Horn Game.*** Run up and down the scale with the sound of *ah*, opening the mouth wide.

A Talk to the Class. (*a*) Tell which poem or story you would select for the language flag as a star and why; or (*b*) tell which author you would like to honor with a stripe and why. Come to the front of the room and speak to the class. Each pupil will speak.

Keeping a Record. Let a pupil, as secretary, record the names of selections and authors on a flag on the board.

* All games should be limited to several minutes and repeated when needed. A pronunciation game preceding each talk may be used at any time during the week. If used in the period devoted to talks, it should not exceed several minutes.

5. **Making a Stanza.** Let us try to change the last two stanzas of "A Song for Our Flag" (page 105) to make them apply to our language flag. Use the riming words as a guide and fill in the blanks.

(*a*) Don't —— —— ——, —— —— —— floats
—— —— —— ——, —— —— —— throats
Speak in the language that aye shall be
—— —— —— —— ——.

(*b*) We're proud of our language, America's boast,
—— —— —— —— —— —— host;
—— —— —— reign —— —— —— land
—— —— —— —— —— —— —— hand.

(*c*) Then work —— —— language, —— —— boast.
—— —— —— —— —— —— host;
May our hearts from ocean to ocean reach
To keep fine our language — *American speech!*

Which of these stanzas do you like best? Why?

Dictation. Copy the stanza that the class selects.

6. **Conversation.** When George Washington was young, he wrote some "Rules of Conduct" to live by. Here are ten of his rules. Show that they suit school life as well as life outside of school. Tell which kind of school work certain rules apply to best.

Be ready to tell why each rule is good. Which rule do you think most important? Which would make the best class motto?

1. Undertake not what you cannot perform.
2. Be careful to keep your promise.
3. It is better to be alone than in bad company.
4. Think before you speak.

5. Pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.

6. When a man does all he can, though it succeeds not well, blame not him that did it.

7. Every action in company ought to be with some sign of respect to those present.

8. Speak not evil of the absent, for it is unjust.

9. In the presence of others sing not to yourself with a humming noise nor drum with your fingers or feet.

10. Labor to keep alive in your breast that little spark of celestial fire called conscience.

7. **Rearranging.** Divide these rules into two groups: (*1*) those which apply to behavior, or actions, and (*2*) those which apply to character, or what we are. Which might apply to either group? Why?

Copy the rules in your best handwriting, putting the behavior group first. Renumber the rules.

Dictation. Copy the ten rules as the teacher gives them.

8. **A Pronunciation Drill.** Let the pupils go to the board and each write on a ladder five words ending in *ing*. Then let each move to the right one place and pronounce the words his neighbor has written.

A Talk to the Class. Tell the class which of George Washington's rules you think most useful for a *class motto*. Think out beforehand: (*1*) what the rule means, and (*2*) how the rule can be kept before the attention of the class.

Keeping a Record. A pupil will act as secretary and keep a record of rules and speakers for each rule. If there is a tie, the class will vote.

9. **Making a "Capital" Poster.** Compose twelve rules for the use of capitals. Put under each rule a sentence to illustrate it. Review the pages referred to below.

1. A sentence begins with a capital (page 9).
2. A line of poetry begins with a capital (page 5).
3. A quotation begins with a capital (page 23).
4. The parts of a letter begin with capitals (page 36).

Review also the following uses of capitals:

1. Persons (p. 32).
2. Places (p. 32).
3. Days (p. 32).
4. Months (p. 32).
5. Holidays (p. 32).
6. Titles (p. 10).
7. *I* (p. 40).
8. Deity (p. 5).
9. Personification (p. 87).

A Word Game: *This* and *That*. Copy ten sentences on the board. Then say, "*This* begins with *A*. *That* begins with *B*." Go the rounds.

10. **Making a Punctuation Poster.** On the back of the "Capital" Poster copy the rules for punctuation with illustrative sentences.

Period: end of sentence (page 10); after initials (page 52); after abbreviations (pages 43, 52).
Question mark: after questions (page 10).
Exclamation mark: after a sentence with feeling (page 23).
Quotation marks: before and after somebody else's words (page 23).
Apostrophe: possessives (pages 67, 97); contractions (page 85).
Comma: parts of a letter (page 36); words of address (page 65); *yes* and *no* (page 102); before a short quotation (page 79).
Colon: after salutation of a letter (page 36).
Hyphen: dividing a word at the end of a line (page 22).

Handwork. Committees will print two large posters of the best stanza and the class motto on page 108.

11. Making a Case to Hold Work. It is a good plan to keep all your written work; for then you can see how much you improve from month to month. If you date each piece of work, you can put it in the case according to the time when you wrote it. That is a good exercise to make you businesslike.

Make a case for written work. Turn to page 56 and talk about the three kinds of covers. Vote for one for the class to have. Make the case.

12. A Breathing Game. Practice taking full breaths. Rise, and while your teacher counts five, slowly raise the arms, breathing in deeply. Exhale, and lower the arms slowly, while she counts five. Repeat five times.

A Talk to the Class. Tell the class exactly how you decorated your case for written work. Then hold up your case for them to see.

Voting for the Best. Stand the covers on the ledge of the blackboard. Put a number over each cover. Write on a piece of paper the number of the cover you like best. Collect the ballots and count them.

13. A Story for the Second Grade: The Beginning.

IN ALPHABET LAND

[1] Years and years ago Father and Mother Square had a fine family of twenty-six children. They were very proud of their looks. Father Square admired them greatly when they stood up straight before him, as shown on page 112.

ABCDEFGHIJKLMNOP
QRSTUVWXYZ

[2] But after a while a family by the name of Angle came to live at the end of the village. The little Angle children began to coax the Square children to run away and play with them. Some of the little letters said, "No, our Mother said we should not run away from home to play." But nine little letters disobeyed and crept off with the little Angles down the road.

[3] When they came home, their brothers and sisters hardly knew them. They were all pulled out of shape and actually looked like the little Angles with whom they had played. Oh, but they were sorry that they had not stayed at home with their own brothers and sisters! Now they had all these sharp angles:

AKMNVWXYZ

[4] The nine little letters with their sharp angles felt very sorry, but they could not change themselves. They had to suffer for their disobedience, as people always do.

How is this story different from the last one you read in your reader? Write the names of the people on the board. Give names to the disobedient children. Draw them on the board. What made them look like that?

14. **The Use of an Outline.** You have learned that an outline is like a skeleton. An outline of a story would give you the chief ideas or things that happened. You will notice that each of these stands by itself in a paragraph. A *paragraph* is a number of sentences about one topic. Each paragraph begins farther to the right than the other lines. This is called *indention*. When you

write a paragraph, always begin the first line one inch to the right. The blank space on either side of the printed matter on a page is called the *margin.*

How many paragraphs are given in this story? How does each begin?

Remember: Always indent the first line of a paragraph an inch. Leave a margin of one inch on the left of the page.

A Blackboard Class Outline. In class find the chief topic of each paragraph of the story.

A Spelling Match. Review the spelling demons on pages 12, 18, 42, 47, 58, and 87.

meant	whither	beginning	hoarse	straight
women	though	business	enough	grammar
choose	through	to-night	where	minute

15. The Story Continued: The Middle. Here is the next part of the story about the letters:

[5] For a long time everything went *merrily as a bell.* Then one day a band of gypsies wandered into the village. There was nothing square and honest about them at all. Their name was Curve. They camped over near the woods.

[6] Father and Mother Square said, "Do not go near those bad gypsies of the Curve tribe. They are thieves and will do you harm."

[7] At first the children stayed at home and played. But at last one little letter said, "Let's go over and just look at them. What harm can a look do?" The letters that had played with the Angle children begged them not to go; but they would not listen. Eleven little letters ran over to the woods just for a look.

[8] Then what do you think happened? A big ugly Curve grabbed them, threw them into a wagon, and drove off. The little letters cried and cried, but nobody paid any attention to them. They had to wear the old clothes of the Curve tribe and work for them.

[9] When Father Square found out that eleven of his children had gone to look at the gypsies, he got the biggest horse in Alphabet Land and rode after them. He rode and rode. After a while he came to a brook. He saw five queer children bending over the water and filling buckets. "Can those be my own dear children?" he cried to himself, and ran to them. When they stood up again, he saw that they were only partly square. All the rest was Curve. They looked like this:

BDJPR

[10] "Where are your brothers and sisters?" asked their father, wiping a tear from his cheek. The children told him that they had been whipped and sent to bed in a black wagon.

[11] So Father Square put the five partly curved little letters on the horse behind him and rode off *in hard pursuit*. When he came to the camp, he stole up to the black wagon and found six little letters weeping themselves to sleep. They did not look at all like his own children. They looked like real gypsies. They were all curves. Father Square felt very sad. He took the six curved letters back with him and piled them on the horse too. The six little letters that had been whipped so hard by the gypsies just stayed that way — all curves.

[12] Look at them for yourself and see!

CGOQSU

Making an Outline. Make an outline of the paragraphs in the second part of the story.

16. The Story Concluded: The End.

[13] When they reached home, Father Square said, "We want to find out which of our children have listened to us. Which nine little letters ran away to play with the Angle children? Hold up your hands. [Draw these children on the board.] Which eleven little children did wrong in going to look at the gypsies? Hold up your hands. Which ones were partly curved? Which ones became all curves? [Draw these on the board.] Where are the six good little children?"

[14] Nobody stepped out. So Father Square took each little letter by the hand and drew it out. There they stood fine and straight. [Find out what these are and draw them.]

[15] "People shall always like you," promised Father Square, "especially little children when they begin to read. And they shall always find curves and angles hard to make in letters." And isn't that true, even to this day?

E. M. Bolenius in *The North American Boys and Girls*

Making an Outline. Write an outline of the whole story under three heads (*Beginning*, *Middle*, *End*).

I. *Beginning*. [Use Roman numbers here.]
A. [Use capital letters here.]

17. A Pronunciation Drill. Pronounce carefully the first names of the pupils of the class.

A Talk to the Class. Tell the story in relay, another pupil continuing when the teacher taps with her pencil.

18. Handwork. Make a booklet in which to copy the story. See page 22 for directions. Copy the first part.

19. Copying. Copy the middle of the story. Change the italicized expressions to easier words.

20. Dictation. Copy the end of the story.

21. Study of a Poem. Do you pass any trees on the way to school? Tell the names of as many as you can think of.

If I Could Dig Like a Rabbit *

If I could dig holes in the ground like a rabbit,
Do you know what I'd do?
Well, I'd dig a deep hole
Right under that tree.
Then I'd go down — and down,
And find out where the tree starts,
And I'd find out how it eats and drinks,
And what makes it grow. . . .
Yes, I would!
Perhaps I could dig a hole right up into that tree,
And — see — it — grow! . . .

Rose Strong Hubbell

Where does a tree start? How does it eat and drink? What makes it grow? How can you tell how old a tree is? What trees can you name? What trees do you know by sight? Which is the most beautiful tree in your community?

22. How Words Are Contracted. Which words are run together in the poem? What letters are omitted? What mark is used to stand for them?

Remember: *The apostrophe is used to stand for the omitted letter or letters, when two words are run together, or contracted.*

Copying. Copy the poem.

* From "If I Could Fly" by Rose Strong Hubbell. Courtesy of G. P. Putnam's Sons.

Abbreviations. You have learned that an abbreviation is followed by a period. Study the following:

1. Treas. — treasurer
2. Sec. — secretary
3. Prof. — professor
4. P. S. — postscript
5. A.M. — morning
6. P.M. — afternoon and evening
7. M. D. — doctor
8. D. D. — doctor of divinity

23. **Conversation.** If you could dig like a rabbit underground, imagine all the interesting adventures you could have. What things could you see? What precious jewels come from underground? What caves might you find? What underground rivers might you come across? What little animals might you meet underground? Talk about these things.

Make up stories suggested by each of the following groups of words:

1. swamp, cave, secret, treasure
2. great oak, granite, arrow head
3. spring, rock, iron mine
4. Africa, river bed, diamond

A Word Game. ***Isn't*** **(not "ain't").** A pupil steps outside the door. The class choose some one to be "it." The pupil returns and goes the rounds of the class, asking, "Is it you?" (Answer: "It *isn't* I.") until he finds the right person.

☆ 24. **Enunciation.** Draw a starfish. Write the following at the points: *mā, mē, mī, mō, mū.* Pronounce the syllables. Then sound *ā, ē ī, ō, ū* separately.

A Talk to the Class. Come to the front of the room and tell the class what you have planned as your adventure underground. Speak to the pupils on the back seats. Let a pupil preside. (See page 37.)

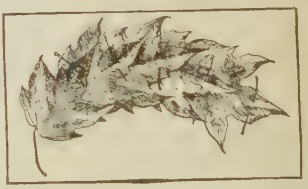
25. **Learning to Use the Eyes.** Any child who wants to succeed in life must learn to use his eyes. How many things can you think of, in two minutes, that come from trees? Look about you in the schoolroom and write down the things you see. What great industries of this country depend on trees? How do people use wood in their occupations?

Making a Blackboard Class Outline. Write lists of (*1*) industries dependent on wood, and (*2*) things made of wood.

26. **How to Make Something.** Read the following carefully so that you see exactly what was done:

Polly said, "I will make one wreath all yellow. This is the way to do it. Watch!

"Break the stem off every leaf. Then lay the point of one leaf over the bottom of another. Lay it over just a little.



"Now use one of the stems for a pin. Pin through both leaves. That will hold them together. Then you can pin on another, like this:"

"I see," said Peter. "I can do it. First I shall take a red leaf. Next I shall take a yellow leaf. It is a good way."

ROSE LUCIA: *Peter and Polly in Autumn*

Remember: *Tell things in the right order.*

Conversation. Talk about things that could be made from the wood, bark, roots, leaves, branches, flowers, and seeds of trees.

27. **A Pronunciation Game.** Draw a checkerboard and insert a word in each space. Pronounce up and down, across, and diagonally.

a*l*ready (not "ahready")	drowned (not "drownded")
Feb*ru*ary (not "Febuary")	mus*eu*m (not "muzeem")
a*ll* right (not "ahright")	athletics (not "athaletics")
attacked (not "attackted")	int*ro*duce (not "interduce")

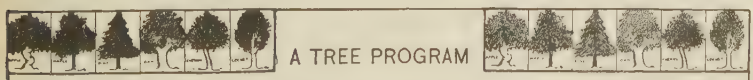
Manila (not "vanilla")

A Talk to the Class. Tell the class how to make something from some part of a tree.

28. **Writing a Paragraph.** Write a paragraph telling what you would make from a tree. Be sure to have the margin and indention right. Make a good title.

29. **Correcting a Paragraph.** See page 59. Copy the paragraph with corrections.

30. **An Indoor Tree Party.** Decorate the classroom with autumn leaves (or spring flowers). Make maple leaf wreaths to wear.



RECITATION.	*If I Could Dig Like a Rabbit* (Page 116) .	A pupil
TEN TALKS.	*An Adventure Underground* (Page 117) . .	Ten pupils
READINGS.	*Three Arbor Day Poems (from Readers)* .	Three pupils
TEN TALKS.	*Something to Make from a Tree* (Page 119) .	Ten pupils
EXHIBIT.	*The Paragraph about the Tree* (Page 119) . . .	The class

An Outdoor Tree Party. On a Saturday afternoon your class can go on a tree party outdoors. If it is in the autumn, you can go for chestnuts. If it is in the spring, you can go for the first pussy willows, or spring flowers.

PROJECT XXIV. ADVERTISING FOR CLASSROOM HELPERS

31. **How Advertising Helps.** Look over a newspaper and be ready to tell the class what different kinds of advertisements you can find.

One day there appeared on the blackboard in a fifth-grade classroom the following advertisement:

> WANTED: Two classroom helpers. Must be ——, and ——, and ——. Testimonial required from home.

To find the two pupils who can best fit this advertisement what two things must be talked over in class?

A Blackboard Class Outline. Talk about the different qualities demanded in a classroom helper. Decide on the three that you think the person who wrote the advertisement was thinking about.

32. **Seeing Things for Yourself.** In order to talk or write well you must have something worth while to talk about. Therefore part of your business in school is to learn how and where to get ideas. One of the best ways is to use your eyes. The following story is told about the great naturalist Agassiz (ag′-a-see) and one of his students. It illustrates how we develop the power of *observation*, or seeing things carefully.

> A new student, eager to learn from the great Agassiz, was greatly surprised when the naturalist gave him a fish to watch, saying:
>
> "Look carefully at this fish and tell me later what you have seen. Do not cut it in any way."
>
> Then Agassiz left the room. When he came back after an hour, the student told him what he had seen.

"You have not looked very carefully," said Agassiz. "Keep on looking."

For two days the young man studied the fish, and reported his discoveries to Agassiz.

"This was the best zoölogical lesson that I ever had," the student said in after years, "a lesson whose influence has extended to the details of every later study."

Conversation. What things might the student have seen in a fish? What kind of fish might it have been?

33. **Writing Sentences.** Write sentences that tell one thing you have observed about each of the following:

1. A bird
2. A snake
3. A cow
4. A frog
5. A dog
6. A bank
7. A store
8. A barn
9. A factory
10. A railroad station
11. An automobile
12. A wagon
13. A street car
14. A bicycle
15. An airplane

34. **Conversation.** Do you think that Peter and Polly saw everything that was to be seen at the fair?

Then mother said, "Now let us look for interesting things. You first, Polly. What do you see that is interesting?"

"All the automobiles standing over there — and all the wagons — and all the people."

"Yes," said the mother. "There are hundreds of automobiles and wagons. Peter, what do you see?"

"All the people going into that place to eat — and all the people coming out."

ROSE LUCIA: *Peter and Polly in Autumn*

What is the most interesting thing *you* ever saw at a circus? on the way to school? in the school yard?

35. **A Pronunciation Game.** Pronounce the following tongue twisters:

1. Around the rugged rocks the ragged rascal ran.
2. They found flesh of freshly fried fish.
3. Two toads, totally tied, tried to trot to Tedbury.

A Talk to the Class. Come to the front of the room and tell the class about the most interesting thing you ever saw:

1. In the school yard
2. On the way to school
3. At a fair
4. At a circus

36. **The Value of Testimonials, or References.** When people seek positions they are often asked to give testimonials, or letters from other persons telling why they are fitted for certain kinds of work. What should you like your father or mother to be able to say about you in writing to the teacher?

On the opposite page is given the proper form for a letter to be written to one's family or friends. Which parts tell *where*, *when*, *to whom*, *what*, *how*, and *by whom?* Where are these placed? How are they punctuated? Where are capitals used?

Remember: A friendly letter must be in the proper form.
The five different parts should begin with capital letters.
The place and the date in a letter are punctuated with commas.
The salutation ends with a colon.

37. **The Spirit of a Letter.** The following little story, or anecdote, tells you how important it is to make a letter polite.

One day a man sent a very cross letter to Governor Winthrop. Winthrop sent it back to him. He said, "I cannot keep a letter that might make me angry." Then the man that had written the cross letter wrote to Winthrop, "By conquering yourself, you have conquered me."

EDWARD EGGLESTON: *Stories of Great Americans*

Remember: *A letter should be courteous, or polite.*

Jamestown, N. Y.
October 25, 1920

Dear Mother:

Our teacher is advertising for ____. She wants some one who is ____, ____, and ____.

The teacher asks me to bring a letter from you, telling whether I am ____, ____, and ____. Please write such a note for me to take to ____. I hope you will give me a good recommendation.

Your loving son,
Martin

Writing a Letter. Complete this letter. Take it home to your mother. Bring an answer to the teacher.

38. **The Use of Quotation Marks.** In which of the above sentences are the person's exact words quoted? Read

these aloud. Copy the sentences on the board. Which mark of punctuation tells you that a person's exact words are coming next?

Remember: A person's exact words begin and end with quotation marks.

A comma is placed before a short quotation.

Writing Quotations in Sentences. Turn to page 108 and write five of George Washington's rules in sentences, beginning each with *Washington said.*

39. **Playing Employer and Applicant.** You have learned from your parents whether or not you are fitted to become classroom helpers. If you do not now have the quality needed to be successful, you can try to develop it. We shall play that the teacher is your employer. One after the other, the class will come to the desk and go through the following conversation:

Pupil. I wish to apply for the position of classroom helper.

Teacher. Are you fitted for the position?

Pupil. [Here the pupil gives in his own words what his parent has written to the teacher about him.]

40. **A Humming Game.** To get a good tone, close the lips and hum *m.* Then open the lips but continue humming.

A Talk to the Class. Each pupil will decide who he thinks is best fitted to be a classroom helper and will make a speech telling why he chose him.

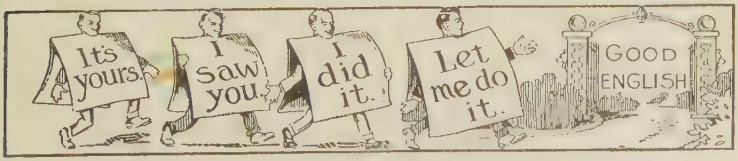
A pupil will keep a record on the blackboard to see who wins the class vote.

PROJECT XXV. HOLDING A "GOOD ENGLISH DRIVE"

41. Tramps of Speech. No community wants tramps to mingle with its people. There are certain words and ways of speaking that are exactly like tramps. Here we see them coming up before the bar of Judge English. The judge is condemning them to thirty days of hard labor. At the bottom of the page you will see them reformed as respectable citizens.

Careless pronunciation, slang, and bad grammar are the tramps of speech. *Grammar* is the study which tells us how to use the right word forms together. To say "I *saw* it" is good grammar. To say "I seen it" is bad grammar.

Tag Week: Reforming Bad English. During the "Good English Drive" you will try to reform these bad expressions. To learn which they are we shall have a Tag Week. Whenever you hear a pupil making a mistake, go up to him and "tag him." Talk about what such mistakes might be. Put the right forms on the board.



Handwork. Make a tag for Tag Week. Cut cardboard 5 inches by 4 inches in size, and tie a string to it. At the top of one side write your name and "Mistakes I Have Made." At the top of the other side write "Mistakes I Have Heard." Wear the tag all week.

When you tag another pupil, write down the mistake under the head "Mistakes I Have Heard" on your card, and see that he writes down the mistake on his tag, under the head "Mistakes I Have Made."

42. How You Are Judged by Your Speech. There is a proper way to wear clothes. Anybody who would wear his coat inside out or buttoned in the back would be laughed at. Anybody who would wear ragged stockings and worn-out shoes with a neat suit of clothes would have nobody but himself to thank if well-dressed people avoided him.

Our speech is a suit of clothes that we put on each day. If we expect to mingle with educated people, we must be able to speak the correct English that they speak. Bad grammar, incorrect pronunciation, and slang are exactly like the torn hat and the ragged shoes that would throw the tramp out of good company.

We owe it to ourselves, to our school, and most of all to our language flag to learn to speak the best English.

Dictation of a Letter. Copy by dictation a letter of challenge to another class in school for a spelling match on Friday. The best letter will be sent.

43. Main Topics and Subtopics in Outlines. Whenever you arrange ideas under a topic, you should place them

about half an inch to the right. Look closely at the outline form that you will now fill in on the blackboard. Fill in five examples for each of the main topics.

I. Good Grammar
   A. "*I did it,*" not "I done it"
   B. (Fill in five examples)

II. Good Pronunciation
   A. "*Kettle,*" not "kittle"

III. Good Spelling
   A. "*Receive,*" not "recieve"

IV. Standard Words (not Slang)
   A. "*Took without permission,*" not "swiped it"

Remember: *Place a subtopic half an inch to the right of a main topic.*

44. **Grammar Games.** Review pages 5, 16, 26, 32, 58, 69, 78, 88, 99, 110, and 117.

Spelling Match. Hold a spelling match with another class.

45. **A Pronunciation Game.** Sound *h* in *wh* as if blowing a feather.

when	whither	where	which	while	why
whey	whined	whale	white	wheel	whir

A Talk to the Class. Report on five expressions on your tag. Give the right forms.

46. **A Blackboard Class Outline.** Outline all the mistakes recorded on tags. Write them on the board as each pupil reads them. Record the number of times each error was made. Discuss the correct forms.

"Speak Good English and your English will speak for You"

47. **Drawing and Writing.** Draw the language flag. Print on it one of the above slogans. Then write ten sentences to show the use of correct forms.

48. **Conversation.** Make up a motto to suit each poster on this page. Talk about other good slogans.

Talk about other ideas for posters. See whether you can think of a good poster to suit your slogan. Vote for the best idea.

49. **Pronunciation Game.** Find other words with similar sounds: *ăm, ĕnd, ĭll, ŏdd, ŭp.*

A Talk to the Class. Give your idea of a poster.

50. **Handwork.** Make the poster and print the slogan on it.

Decide which poster is the best. Hang it in the best place in the classroom.

PROJECT XXVI. MAKING A CLASS RESOLUTION

51. Making a Blackball Box. There is an interesting story about the word *blackball.*

> Years ago people voted in a very queer way. When an urn was passed around, each voter dropped into it a white or a red ball if he voted "yes," and a black ball if he voted "no." We do not use this method to-day, but we still use the word *blackball*, which means "to condemn," or "to disapprove of."

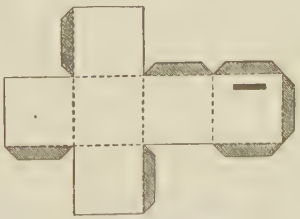
Let us continue our "Good English Drive" by blackballing incorrect expressions. An excellent plan would be to make what we could call the Blackball Box, keep it standing on the teacher's desk, and drop into it all incorrect expressions we hear. We could write these on slips of paper and drop them through the opening in the top of the box.

Conversation. How is a box usually made? What could we use instead of making a new box? To make a new box, what steps should you take?

A fifth-grade class used the following pattern. Explain it. What should you like on the box as a decoration?

Directions

1. Make each side of a square 5 inches.
2. Fold at dotted lines.
3. Cut out the black portion.
4. Paste the shaded flaps.



52. A Pronunciation Game. Make a ladder with five words in *ing*.

A Talk to the Class. Tell how to make and decorate the box. The class will vote for the box it wants.

53. **Writing a Paragraph.** Write a paragraph telling how you would make a Blackball Box.

Handwork. Let the committee make the Blackball Box for the teacher's desk.

54. **Locating Words in the Dictionary.** To use the dictionary quickly, we must be able to tell at once just where in the alphabet a letter comes. Let us divide the twenty-six letters into four groups:

I	II	III	IV
A, b, c, d, e, f	G, h, i, j, k, l,	M, n, o, p, q, r	S, t, u, v, w, x, y, z

Which letter begins each group?

An Alphabet Game. Draw four boxes on the board to stand for the four groups of letters: I II III IV

As the teacher gives out a word, see who can first fit it into a box; as, "very" (IV). When a pupil misses, he is "out." Go the rounds.

55. **Outlaw Expressions to Blackball.** Did you know that in the English language there are no such words as "blowed," "brung," "busted," "et," "guv," "hisself," "hurted," "kum," "someplace," "theirselves," "wanter," "cupsful," "your'n," and "youse"?

Copy on the board "Do you say" and underneath write the correct forms for these outlaw words. Practice saying them.

A Sentence Match. For directions, see page 52.

(*a*) *break*, broke, have broken
(*b*) *hurt*, hurt, have hurt
(*c*) *throw*, threw, have thrown
(*d*) *choose*, chose, have chosen

A Written Exericse. Fill in the following sentences correctly. Copy them. Enlarge the periods.

1. He —— that it rained ——. (Knowed, again, knew, agin)
2. —— book —— —— ——. (This, youse, ain't, this here, for, isn't, you, fer)
3. —— —— —— have a —— marbles. (Me and him, hundred, he and I, hunderd)
4. She —— —— —— about who —— it. (Done, don't know nothing, doesn't know anything, did)
5. You —— sure that he —— it. (Was, seen, were, saw)
6. You —— the —— —— Mary. (Git, kettle, get, kittle, off, from)

56. The Value of Good English in Life. One of the best results of our "Good English Drive" is that we now realize that impolite speech, slang, careless pronunciation, and bad grammar are hindrances.

Show that the following resolution, made by a fifth-grade class in the Middle West, is true:

RESOLVED

That Good English is a help, and Bad English is a hindrance:

1. In being interviewed for a position.
2. In answering a letter from a stranger.
3. In writing an application for a position.
4. In taking part in Sunday School.
5. In being interesting at a party.
6. In being understood on the playground.
7. In doing one's work in a store, a factory, or a shop.
8. In selling papers, acting as office or elevator boy.
9. In taking part in Boy Scout work or in other clubs.
10. In making friends.

How does good English help in each of the suggestions on page 131? How does bad English hinder?

✡ 57. **A Pronunciation Game.** Pronounce as one syllable, "elm" (not "elum").

elm helm film charm warm realm

A Talk to the Class. Select one of the subtopics in the resolution on page 131 and show that Good English is of value.

58. **Making a Class Resolution for the Local Paper.** How should you like to make a Resolution somewhat like the one that the fifth-grade class in the West made? Here is the form we shall take:

> RESOLVED
>
> That Class — fifth grade, School Number — will avoid the following expressions because they are incorrect: [Fill in]
>
> .....
>
> .....
>
> [Signatures of the class]

Common Mistakes of the Class. Open the Blackball Box. Take out the mistakes that have been dropped into the box. Write them on the board. Keep the record of the number of times each mistake was made.

Copy the resolution, filling in the ten mistakes that had the greatest count against them.

59. **Signing the Resolution.** The teacher will select the best written resolution to send to a local paper. This will be passed from desk to desk, for the pupils to sign.

Writing a Letter from Dictation. The class will copy the following business letter, as the teacher dictates it:

> [Fill in the place.]
> [Fill in the date.]
> Editor, The [Fill in the name of the paper.]
> [Fill in the place.]
> Dear Sir:
> The inclosed resolution has been adopted by the Fifth-Grade Class in ... [Fill in.] ... School. Will you kindly give it publicity through your columns?
> Very truly yours,
> ...[Fill in the name.]...
> Representative of the Class

Voting for the Best. The class will choose the writer of the best letter as their representative.

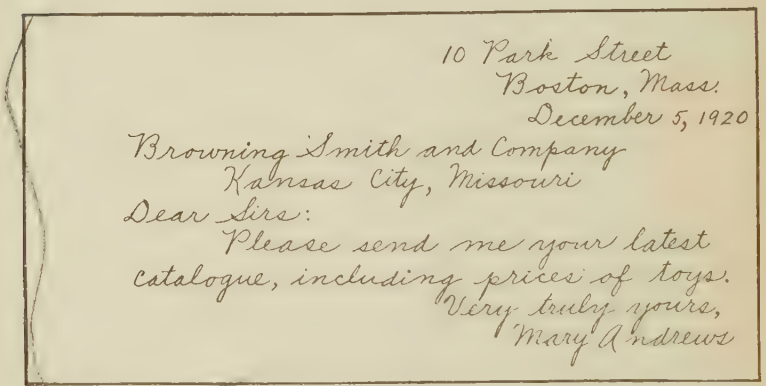
The class representative will mail the letter to the editor or take it in person.

60. Holding a "Good English" Program. The following material made during the month will be placed on exhibit, and the period will be given to talks. After school there will be a parade in the yard with the placards and posters.

Each pupil will wear his tag from Tag Week. (Page 125.)
Announcement of the Spelling Match with the other class.
A blackboard list of slogans. (Page 128.)
The language flag with the slogan. (Page 128.)
An exhibit of posters with slogans. (Page 128.)
Talks. *What has been most helpful in this "Good English Drive."*.....Each member of the class.
The language pledge and salute.....The class.

61. The Form of a Business Letter. Look closely at the following letter. What different things does it tell? Where is each part placed? Point out the margin. Point out the indention of the paragraph.

What part of this business letter is not found in a friendly letter?


10 Park Street
Boston, Mass.
December 5, 1920

Browning Smith and Company
Kansas City, Missouri

Dear Sirs:

Please send me your latest catalogue, including prices of toys.

Very truly yours,
Mary Andrews

A business letter should include the address of the person to whom the letter is sent and the full address of the sender of the letter.

Look closely at this business letter. How are the different parts punctuated?

Remember: *A business letter gives the firm's name and address above the salutation. If it is written to a person, it gives his name.*

The salutation of a business letter ends with a colon.

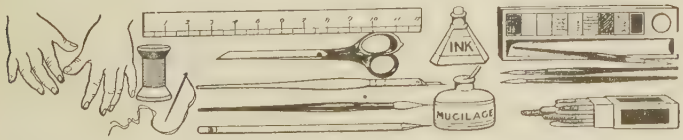
Dictation. Go to the board and copy the letter on page 134. The rest of the class will copy at their seats.

62. Writing a Business Letter. Copy the letter on page 134 but make it a letter from you to a real firm, by changing the heading, the address, and the signature. Choose a firm in class. The best letter will be sent.

Use this form.

Heading	Number of street City and state Day, month, year
Firm's name City and state	**Address**
Dear Sirs:	**(Salutation)**
	Body of Letter
(Complimentary close)	Very truly yours,
(Signature)	.....

63. Conversation. We shall now play that the class is a little shop making gifts. You are going to have some magic dwarfs to help you in your Gift Shop. Here they are. Name them. Tell what each can do.

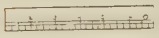


Dwarf Hands is going to show you now how to make something pretty for the Gift Shop. Watch him do it. Tell what he does. Which dwarfs help him?

BOOK MARK

BLOTTER

PIN CUSHION


RULER

CALENDAR

PAPER HOLDER

64. **Conversation.** On this page twenty gifts are pictured. Which do you think would be the easiest to make? Why? Which would be the hardest? Why? Which would your mother like best? Why?

Which magic dwarf would help in making each gift? Tell how he would help.

MATCH SAFE

APRON

MATCH SCRATCH

Remember: In telling how to do or make something always give the right order.

CANDLE SHADE

PIN TRAY

65. **Pronunciation Game.** Do not add the sound of *r;* as, "lawr" for *law:*

claw idea law draw saw

DUST CAP

CUSHION

A Talk to the Class. Tell how to make a gift on this page.

Handwork. During the next two weeks make one of these gifts at home or in the classroom after school.

KITE

HANDKERCHIEF CASE

COURT PLASTER

SCRAP BOOK

IRON HOLDER

MOUNTED PRINT

EYEGLASS WIPER

66. **Handwork.** The teacher will divide the class into groups of twelve, in which each pupil represents a different month. Each will receive a sheet of paper $8\frac{1}{2}$ inches by 11 inches. Follow these directions:

Print the name of your month in the center at the top of the sheet. With the aid of Dwarf Ruler measure and draw an oblong seven inches wide and four and a half inches high under the name of the month.

Divide the oblong into equal spaces by drawing six vertical lines and five horizontal lines. Which magic dwarfs helped you to do this?

Print the names of the days of the week in the top row of spaces.

67. **Conversation and Blackboard Outline.** Make an outline on the board showing how many days each month has. Find out on which day each month will begin during the coming year. How will you do this? What must you know first?

On what day of the week does your month begin? How many days has it? Fill in the numbers on your calendar.

68. **Making a Calendar of Countries.** Each month is to stand for a different country. Look at the list on the next page and see which country your month represents. The proverb for each country was written by some one from that country.

Print the name of the country you represent under the middle of the calendar. Make the letters half an inch high. Then write in your best handwriting the

proverb for that country. Look at the model to see how much room to take. Talk about what these proverbs mean.

Jan.	*America.* One to-day is worth two to-morrows.
Feb.	*Ancient Rome.* They conquer who think they can.
March	*Italy.* Trifles make perfection, but perfection is no trifle.
April	*France.* A little work is a burden; much work, a pleasure.
May	*England.* Opportunity knocks but once at the door.
June	*Spain.* Diligence is the mother of good fortune.
July	*Belgium.* Love and you will grow wise; grow wise and you must love.
Aug.	*Greece.* He is wise who does everything in its proper time.
Sept.	*Egypt.* Maltreat not an inferior.
Oct.	*Japan.* After a victory a soldier must tighten the straps of his helmet.
Nov.	*Persia.* Do well the little things now and great things shall come to thee later, asking to be done.
Dec.	*India.* Yesterday is but a dream, and to-morrow is only a vision. Look well therefore to this day.

69. **A Pronunciation Game.** Do not omit *r; arm* (not "ahm"):

alarm	barn	form	harm
mister	near	park	warm

A Talk to the Class. Memorize the proverb that you like best and tell the class what it means.

70. **Writing Sentences.** Write below the proverb four things you have learned about the country you represent. Make each a sentence.

Handwork. Draw a picture for a front cover. Fasten it with the twelve sheets by punching holes and tying a string through them. To whom could you give the calendars?

71. **Conversation.** How should you behave when you are giving a party? How should you behave when you go to a party, when you leave, and while at the house? What interesting things have you done at parties?

Where shall we have this party for parents? When shall we give it? How might we entertain the parents during the period?

Writing an Invitation. Write a letter to your mother asking her to come to the party. What should you tell her? Take the letter home and give it to her.

72. **Trades and Professions.** Pretend that a Good Fairy has promised to tell you in class what you will be when you grow up.

How does a trade differ from a profession? Which requires more time and money for preparation? Why? How can a boy or a girl earn money? Which trade do you like best? Why? Which profession do you like best? Why? What qualities are needed to bring success in any trade or occupation?

Blackboard Class Outline. Write on the board an outline of subtopics under the two main heads *Trades* and *Professions*, as the class give them. What is the rule for subtopics?

Copy the outline, rearranging subtopics alphabetically.

73. **A Pronunciation Game.** Write nine words that end in *d*. Pronounce final *d*; as, "friend" (not "fren").

A Talk to the Class. Tell the class which trade or profession you would like when you grow up. Tell why.

Handwork. (Done after school.) Choose a committee of three pupils to make a *fortune pie:*

1. Cut slips of paper, size one inch by three inches. On each slip write the name of a different trade or profession outlined on the board. Have as many slips of paper as there are pupils in class. Roll the paper tightly into a neat roll one inch long. Tie a string a yard long to each rolled paper.

2. Take a deep cake pan. Cut a piece of tissue paper in a circle three inches wider than the diameter of the top of the pan. Mark the rim of the pan on the circle of tissue paper. Cut little holes around this line on the tissue paper for the strings to come through.

3. Put the rolled papers inside the pan. Pull the strings through the little holes. Paste the tissue paper to the side of the pan, letting the strings hang loosely at the sides.

74. **Writing a Paragraph.** Explain in your own words how to make a fortune pie. Read the directions again. The best paragraph will be sent to a third-grade class.

75. **Conversation.** It will be well to invite your principal or your superintendent to come to the party. Suppose you call him up by telephone. Do you know the *proper way* to use it? Remember always to be courteous.

The teacher will bring a telephone book to the classroom. How are the names arranged? If you cannot find a man's name but know his business, can you find his telephone number? How is a long distance call sent?

Who invented the telephone? How is it used? What is its value in business? at home? in school?

A Telephone Conversation. Let two pupils go to opposite ends of the room and telephone to each other. The one will pretend to be a pupil in the fifth-grade class. The other will be the superintendent of schools. Act out the conversation. What would the superintendent want to know about your party (page 143)?

The pupil who acts his part the best will be selected to go to the office and give a real invitation over the telephone, calling up the superintendent's clerk.

76. **How Jingles Are Written.** Lines of poetry that have the same sounds at the ends are said to *rime*. As you read the following jingle, notice which lines rime:

> Dear little Tree, so straight and tall,
> I love your branches best of all!
> They make me think of squirrels and things,
> Or of the brook that gaily sings.

Copy the jingle on the board by dictation. Underline the words that rime.

Writing Sentences. How many different sentences are given in this jingle? Copy them separately. Make up five sentences about squirrels.

77. **Making Jingles for "Shut-ins."** There are always people who cannot get out to enjoy the sunshine. They may be cripples who cannot walk. They may be invalids confined to their beds. They may be children at the hospital. We shall now see whether we can make some little jingles to put on post cards or to use with little gifts, to send to these sick people.

In the jingles below, blanks are left for you to fill in.

(1) The fire is warm,
The lights are low.
.....
.....

(2) Roses, lilies, pansies, daisies,
Come throughout the year;
.....
.....

(3) When snow lies glistening on the ground,
And birds have flown away,
.....
.....

(4) Apples, chestnuts, grapes, and oranges
Round the fire this night,
.....
.....

(5) If I could be the Wind
I'd blow a breeze to you.
.....
.....

(6) The greatest sport I know just now
Is .... on the river.
.....
.....

(7) In the summer, flowers a-plenty,
In the winter, few;
.....
.....

(8) Red, white, blue — always true
That's our flag so fine;
.....
.....

Make lists of words that rime with the last word of the second line in the jingle. Complete the jingles.

Handwork and Copying. Cut heavy paper, size 6 inches by 4 inches. Copy the jingle on the paper. Draw a picture to illustrate it. Choose one of the following:

1. Santa Claus
2. Basket of fruit
3. Glass of jelly
4. Christmas tree
5. Branch of holly
6. Pair of skates
7. Turkey
8. Chimney place
9. Pine tree
10. Spring flower
11. Sled
12. Flag

The ten best post cards will be sent to the hospital.

78. **A Pronunciation Game.** Practice the following, not pronouncing the silent letters:

ches*t*nut fore*h*ead is*th*mus of*t*en s*w*ord

A Talk to the Class. Read your jingle. Hold up your drawing and tell the class what you drew and why.

Stand the post card jingles along the ledge of the blackboard and choose the ten that are the best.

79. **Conversation.** The two pupils who have done the best work up to this time will be selected by the teacher to serve as president and secretary of the meeting.

The president will confer with the teacher and appoint the following committees, with three pupils on each:

The Program Committee — The Decoration Committee
The Exhibit Committee — The Class Honor Roll Committee
The Reception Committee

Talk about the duties of these committees.

A Grammar Game: Correct Use of *Saw*, *Ran*, *Did*. The teacher makes a statement and gives a question. The pupil answers by using *did;* as, "I *saw* a rabbit *run*. What *ran?*" ("The rabbit *did*.")

80. **Program of a Party for Parents.** All the work on this program has been done during the month.

PROGRAM

EXHIBIT OF GIFTS MADE OUTSIDE OF SCHOOL (Page 136) A pupil explains
EXHIBIT OF THE CLASS CALENDARS. (P. 137) A pupil tells how they were made
A TELEPHONE CONVERSATION (Page 141) . . . . . Two pupils
PULLING THE FORTUNE PIE (Page 140) . . . . . The class
READING OF JINGLES AND SHOWING OF DRAWINGS (Page 142) . The class
INTRODUCING PARENTS . . . . . The committee

81. Usefulness of Punctuation. Should you enjoy reading at the library, if all the books were printed like the following paragraph?

> young men you are the architects of your own fortunes rely on your own strength of body and soul take for your star self-reliance energy invincible determination and right motives are the levers that move the world love your God and your fellowmen love truth and virtue love your country and obey its laws
>
> PRESIDENT PORTER

In the above selection where should capitals be inserted to begin sentences? Where should periods be placed to end sentences? Where should commas be inserted?

Remember: A word of address is cut off by a comma.

Words in a series are separated by commas; as, "I like cherries, grapes, and peaches."

Copying and Correcting. Copy the above speech in correct form. Exchange papers in class and correct them.

Writing Sentences. Write ten sentences, each giving in a series three things that you like, have seen, or have heard.

82. How to Write Statements, Commands, and Questions. How do the following sentences differ?

1. President Porter gave good advice to the seniors.
2. Love your country and obey its laws.
3. Did you hear what President Porter told the seniors?

Which sentence states a fact? Which sentence gives a command? Which sentence asks a question? With what mark does each sentence end?

The first sentence declares a fact, or makes a statement. (President Porter gave good advice to the seniors.) The second sentence gives a command. (Love your country and obey its laws.) It means that *you* are to love your country and obey its laws. *You* is understood, not expressed. Such sentences are called *declarative sentences*. They are followed by a period.

The third sentence asks a question, or interrogates. (Did you hear what President Porter told the seniors?) Therefore it is called an *interrogative sentence*. An interrogative sentence is followed by a question mark, or interrogation point.

Any sentence becomes exclamatory when it is expressed with strong feeling; as, "How well he spoke!" An exclamatory sentence is followed by an exclamation mark.

Remember: *Sentences may be statements or commands or questions.*

Statements and commands are ***declarative sentences.***

Questions are ***interrogative sentences.***

Sentences expressed with strong feeling are ***exclamatory sentences.***

A Sentence Match: Questions and Answers. Divide the class into rival teams. To be polite begin with the name of the person addressed; as, "Harold, did you walk to school?" ("Yes, Tom, I walked to school.") A pupil who forgets the polite form takes his seat.

83. Writing Statements, Commands, and Questions. Take each sentence in President Porter's speech and turn it into a question or a statement by changing the wording and punctuation. Copy these on the board and discuss them. Which sentences have the subjects understood?

Dictation. Copy President Porter's speech in correct form. Find the declarative sentences. Which of these are commands?

84. Conversation. We shall organize a Library Club for the fifth-grade class. During the next week think and talk outside of class about a good name to give to the club. In class there are many things that we can talk about in regard to books and reading. How many books of your own do you have? Which do you like best? Which is your favorite book in the class library?

Blackboard Class Outline. Discuss the following topics. Then outline each on the board under the two main topics: *The Right Way* and *The Wrong Way*.

1. How to open a new book.
2. How to cover a book.
3. How to mend a book.
4. How to make a bookcase.
5. How to make a bookmark.
6. How to find things in a textbook.
7. How to behave in a library.
8. How to get a library card.
9. How to go to our library.
10. How to keep a record of reading.
11. How to find a certain book.
12. How to get a personal library.

85. A Pronunciation Game. Do not run syllables together:

perhaps (not "p'rhaps")	natural (not "nat'ral'")
general (not "gen'ral")	memory (not "mem'ry")
several (not "sev'ral")	poem (not "pome")
bravery (not "brav'ry")	violet (not "vi'let")

history (not "hist'ry")

A Talk to the Class. Tell the class either *what to do* or *what not to do* in one of the topics given on page 146. Let a pupil preside.

A Reminder. Copy the following on the board:

Stand erect.
Speak distinctly.
Do not hurry.
Do not use too many *and*'s.

86. **Conversation.** Hold a textbook or a library book before you. What are the different parts of a book? What things are given before the story begins? How is the title written? Where is the author's name placed? Is anything placed at the end of the book?

When you write a title of a book or other selection in a composition, place quotation marks at the beginning and at the end.

Think of a story that a number of boys and girls in the class have read and answer the following questions about it:

1. What is the title? Where is it placed?
2. Who is the author?
3. Who are the chief characters, or people?
4. When did the story take place?
5. What was the most interesting thing?

Remember: Always set off the title of a book or selection by quotation marks.

A Blackboard Class Outline. Take a book that you have been reading. Outline the answers to the questions on page 147, each question to be taken as a main topic. Condense the question to a word; as, *Question 1* to *title*. Put the subtopics half an inch to the right.

87. Making Library Club Posters. Talk about the following sentences, which tell you what six great men have thought about books. What does each sentence mean? Show that it is true.

1. Reading is to the mind what exercise is to the body.
ADDISON

2. Books are the windows through which the soul looks out.
HENRY WARD BEECHER

3. It is thinking that makes what we read ours.
JOHN LOCKE

4. The books which help you most are those that make you think the most. THEODORE PARKER

5. We are all poets when we read a poem well.
THOMAS CARLYLE

6. Of equal honor with him who writes a grand poem is he who reads it grandly. HENRY WADSWORTH LONGFELLOW

Vote in class to see which sentence is to be the class library motto.

Dictation. Copy these six sentences as the teacher dictates them. Enlarge the periods.

Handwork. Print on drawing paper with crayons the sentence that you like best. Memorize it. Cut a picture from a paper or draw a sketch to illustrate your poster.

88. **Conversation.** Turn the class into a Library Club. Let a pupil preside. Members will rise and address the chairman to get permission to speak. A member would say, "Mr. Chairman, may I have the floor?" When the chairman says his name or nods permission, he should then come to the front of the room and speak to the class.

The chairman opens the meeting by calling the club to order and stating that the business of the meeting is to receive suggestions for a name for the Library Club.

Each member will then get permission to speak and suggest some name. Another pupil, appointed secretary by the chairman, will copy these suggestions on the board as they are made.

The suggestions will remain on the board until the next day.

89. **A Pronunciation Game.** To get good tone close the lips and hum *m*. Then open the lips and continue humming.

A Talk to the Class: A Symposium. Each pupil will pick out from the list on the board the name he likes best and tell three reasons why he wants it.

Voting for the Best. After all the pupils have spoken, you will record on separate sheets of paper (ballots) the name that you want for the club. You will vote for the name in favor of which the best speeches were made.

90. **Writing a Letter.** Write a letter to another class. Tell them about the Library Club and ask them to exchange six books with your class. Make two paragraphs.

The best letter will be sent.

PROJECT XXX. MAKING AN ANIMAL DAY PROGRAM

91. **"Who's Who" in Animal Land.** Did you ever count how many animals you know? You do not really know an animal until you can close your eyes and see it, or until you can tell what it looks like and how it acts.

In the following description what part tells how the beaver acts? What shows how he looks?

"Yes, I know the beaver," said Mary. "He is the fellow that cuts down trees with his teeth, and builds a dam of timber, mud, and sticks across a stream, to make a pond, in the middle of which he builds his house."

JOHN MONTEITH: *Some Useful Animals*

Remember: *There are two ways to describe. One way tells the appearance, or looks. The other way tells the actions, or behavior.*

Making a Class Description. Look at the picture of the beaver. In class make up a description of his looks. Begin, "Yes, I know the beaver. He is ——."

Copy the best sentences on the board as a paragraph.

Dictation. Copy the description of the beaver's looks.

92. **Making an Outline.** Look at the following words and see whether you can group them under two heads:

lion cow sheep wildcat chicken dog tiger

Under the two main topics write the names of all the animals the class can suggest. Get as many names as there are pupils in class.

Copy the names of the animals in alphabetical order as subtopics under the two main topics: *Wild Animals We Have Known* and *Tame Animals We Have Known.*

93. **Conversation.** Talk about the size, shape, color, and any other peculiarity of each animal. What is the most noticeable thing about each animal? Talk about each animal's looks and behavior.

A Word Game. Write down all the words you can think of for different colors. Copy them on the board.

94. **A Pronunciation Game.** Write the words on six-pointed stars and pronounce them carefully. Make up sentences to show the difference in pronouncing *wh* and *w*. In sounding *wh* form the *h* sound first, as if blowing a feather (*hwāl*, not *wāl*).

1. whale, wail
2. where, wear
3. whey, weigh, way
4. whir, were
5. whet, wet
6. whoa, woe

A Talk to the Class. Pretend to be at a circus parade or an animal fair. Write the names of the animals in the outline on slips of paper and let each pupil draw a slip from a hat. Keep secret the name of the animal you draw. Pretend to be that animal. Tell what you look like and how you act. Begin: "I am . . ."

Handwork. Outside of class draw and color a picture of the animal you represent. Show it to the class when you finish speaking.

Voting for the Best. Stand the pictures on the blackboard ledge and vote for the one for which you think the best description was given.

95. **The Two Parts of a Sentence.** Which words are talked about in the following sentences?

1. The eagle builds its nest on rocky crags.
2. The dog is a faithful friend of man.
3. Some chickens lay eggs.
4. A horse knows the road in the dark.
5. The wolf crept slowly towards its prey.
6. The canary was a beautiful golden color.
7. A wildcat was hidden in the thicket.
8. The lion is the king of beasts.
9. Some tigers are called "man eaters."
10. The hyena is a most repulsive animal.

The second word in each sentence is talked about. Each of these words is the *subject* of the sentence.

What is said about each subject word? This is called the *predicate.*

Subject	*Predicate*
The eagle	builds its nest on rocky crags.

Remember: *Every sentence has two parts:* (*1*) *something talked about, called the* **subject**, *and* (*2*) *what is said of the subject, called the* **predicate**.

Making Up Sentences. Change the ten sentences above into questions that can be answered by the subjects.

Then make up answers in which you use your own words rather than the original words.

1. The eagle builds its nest on rocky crags.
   a. What builds its nest on rocky crags?
   b. The eagle makes its home on high rocks.

Copying Sentences. Copy the ten sentences, dividing each into the two parts, subject and predicate, by drawing a vertical line; as, *Some chickens | lay eggs.*

96. An Unfinished Story. Here is a story for you to finish. Talk about it in class. Be ready to tell where you think it happened, who were there, and what they did.

> Just then some one shouted, "There's a dog! There's a dog! He's on an ice cake!"
>
> Peter and Polly looked. Yes, there was a small black puppy. He was on a large cake of ice. He was floating down the river toward the dam.
>
> "That will never do," cried Mr. Howe. "He must not go over the dam."
>
> ROSE LUCIA: *Peter and Polly in Spring*

Could Peter and Mr. Howe reach the puppy before he drifted to the dam? How? Might they try to save him at the dam? How? How else might they try to save him? What things might they get to help them?

97. Writing a Story. Copy the story begun on this page. Finish it by telling in one paragraph what you think Peter and Mr. Howe did to save the puppy.

Criticizing the Story. Read the stories aloud in class. Be ready to tell which you think has the best rescue in it. Make up a title.

98. Conversation. How would you fill in the blank in the following description?

> The river flowed quite near the road. When he had gone a few steps, Peter began to watch it. He saw something swimming close to the bank. Was it a ———?
>
> "Oh, what is that?" said he to himself. "I must see! I must see!"
>
> ROSE LUCIA: *Peter and Polly in Spring*

Suppose Peter had been in Africa, what might he see swimming in the Nile River? Suppose he were in the North Frigid Zone, or in the Torrid Zone, what might this swimming creature be?

Notice that animals change with locality.

Making an Outline. Make a list of animals that Peter might see in each of the six continents. Consult your geography. If you want to find a description of any animal, where should you look?

99. Making Word Pictures of Animals. Let us suppose that Peter really lived in the country not far from you. Now what might this swimming creature be? Why might it be in the water?

Look again at the picture and the description of the beaver on page 150. We are now going to draw a picture of this other animal by telling its looks, not its behavior. Which of the following would you give?

1. *Size.* 2. *Shape.* 3. *Color.* 4. *Way it eats.* 5. *Way it lives.*

A Blackboard Class Outline. Copy on the board the names of animals that might be swimming in the river.

Under each name, put an outline of size, shape, and color. Talk about other things that would help you to recognize the animal.

Horn Game. Open the mouth wider in pronouncing each successive word: *loon*, *lone*, *lore*.

100. Talks: Giving an Animal Day Program. For the circus parade and animal fair, place the drawings of the animals along the blackboard ledge. The pupil who gave the best talk on that part of the work will be selected to describe how the work was done, and tell the names of the animals from the exhibit.

The "Riddle to Guess" will prepare for the talk outlined at the top of this page. Each pupil will speak, and at the close of his talk the class will guess the name of the animal he has described.

PROGRAM

A CIRCUS DAY PARADE AND EXHIBIT OF DRAWINGS (Page 152) One pupil
HOW THE DOG WAS SAVED (Page 154) . Three best stories read aloud
AN ANIMAL FAIR AND EXHIBIT OF DRAWINGS (Page 151) . One pupil
A RIDDLE TO GUESS: READING OF "WHAT PETER SAW" (Page 154) One pupil
TALKS: DESCRIPTIONS OF A SWIMMING ANIMAL . . . . The class
VOTING FOR THE BEST . . . . . The class will select the best talk

PROJECT XXXI. CHOOSING A NATIONAL EMBLEM

101. Personification. We shall play that our country is a great queen who will have four attendants and a shield with an emblem on it. When we think of something like land, water, or rock as if it were alive, we *personify* it and write its name with a capital letter. We may personify our country, representing it as "The Goddess of Liberty."

Why has this name been given to our country? What name has been taken from the discoverer of our country?

Conversation. Next we shall select four great men from American history to be her attendants. Talk about the following. How did each serve his country?

1. Ulysses S. Grant.
2. Paul Revere.
3. Thomas Jefferson.
4. Patrick Henry.
5. George Washington.
6. William Penn.
7. Abraham Lincoln.
8. Daniel Boone.
9. James Monroe.
10. Benjamin Franklin.

102. Pronunciation Game. Write five words in final *ing* on the board. Move one space to the right and pronounce your neighbor's words.

A Talk to the Class. Make a speech in favor of four of the great men given above. Give a reason for each. Use *because*.

Counting Votes. A pupil will keep the record on the board; as, Thomas Jefferson 𝍸𝍸𝍸. Each time a pupil proposes a name it is marked down. Add the votes on the board to see which four are chosen.

103. Sticking to the Topic. What are the following sentences about?

[1] How different young Abe Lincoln looked from the boys of to-day! [2] At ten years of age he was a tall, awkward, long-legged youth, dressed like a pioneer. [3] He wore a shirt of coarse homespun, a hunting shirt of deerskin, and deerskin leggings and breeches. [4] It is not difficult to learn to swim. [5] Homemade moccasins were on his feet. [6] A coonskin cap fitted closely on his head, with the tail of the animal hanging down the back as an ornament.

Which sentence has nothing to do with the appearance of Lincoln? Show that each of the other sentences describes his looks.

In a paragraph every sentence should add to the main thought, so that it does not spoil the one-ness, or *unity*, of the paragraph. *Unity* is sticking to the topic. The sentence about swimming is not about the topic, and therefore spoils the unity of the paragraph.

Remember: *In writing or speaking stick closely to the topic.*

A Blackboard Class Outline. Which sentence should you select as giving the topic of the paragraph? That is called the *topic sentence*. Condense the other sentences as subtopics under it.

Which has nothing to do with the topic? Run a line through it in your outline.

104. Conversation. What might be suitable for our country's emblem? what flower? what plant? what tree? what animal? Talk about the advantages and the disadvantages of each.

A Blackboard Class Outline. Copy on the board under the words *Trees*, *Flowers*, and *Animals*, all the names suggested. Then arrange the words in alphabetical order.

Write on a slip of paper the word *tree*, *flower*, or *animal*, according to your opinion as to which kind of thing is most suitable for the emblem.

105. Study of a Poem. Here is a beautiful poem that sings the praises of Indian corn as Columbia's emblem. It is part of the third stanza.

The rose may bloom for England,
  The lily for France unfold;
Ireland may honor the shamrock,
  Scotland her thistle bold;
But the shield of the great Republic,
  The glory of the West,
Shall bear a stalk of the tasseled Corn —
  The sun's supreme bequest!

EDNA DEAN PROCTOR: *Columbia's Emblem*

What emblems have other countries chosen? Do you think these are good? Why? In what way would this emblem of Columbia be better than theirs? What is meant by "glory of the West" and "sun's supreme bequest"? Find the emblems in the pictures.

Copying and Handwork. Draw a shield. Copy this stanza on it. Memorize the stanza. Draw stalks of Indian corn on the shield.

106. How to Write Quotations. How do quotation marks help you in reading the following sentences? What do they tell? In reading each sentence aloud, what

mark tells you where to pause slightly? Where is it placed?

1. John Bull said, "The rose shall bloom for me."
2. Paddy O'Hare said, "The shamrock 'tis I honor."
3. Angus Macdonald said, "The thistle bold for me!"
4. Pierre de Lafayette said, "The lily unfolds for me."
5. Uncle Sam said, "My emblem is the corn."

For what countries do these names of speakers stand? How do you know? Be ready to go to the board and draw each country's emblem.

Remember: *When you write exactly what somebody else has said you must have quotation marks at the beginning and at the end.*

A comma is always used before a short quotation.

A Sentence Match. For directions see page 52.

(*a*) *does*, did, has done
(*b*) *is*, was, has been
(*c*) *freezes*, froze, has frozen
(*d*) *breaks*, broke, has broken

107. Choosing a National Emblem. The class has now chosen a tree, a flower, or an animal to be the emblem. You must decide which flower, which tree, or which animal to have. The way to do this is to collect all the candidates you can think of, talk them over, and vote for the one you want.

A Blackboard Class Outline of Reasons. As the class suggest different names, copy them on the board in outline form. Give reasons for and against each name. Put these down as subtopics.

I. Buffalo
   A. For: Associated with pioneer history
   B. Against: Nearly all killed off

☆ **108. A Pronunciation Game.** Write other words with the same sounds as *pāle*, *ēve*, *īce*, *ōld*, and *ūse*.

A Talk to the Class. Give three reasons in favor of the emblem you want.

After the speeches are made, cast a ballot for the emblem for which the best speeches were made.

109. Making a Parody. When you use the same form of the stanza, the same riming lines, and the same melody of the verse, with other ideas and other words, you make a *parody* of the poem or song.

The arbutus and the goldenrod
  The heart of the North may cheer,
And the mountain laurel for Maryland
  Its royal clusters rear,
And jasmine and magnolia
  The crest of the South adorn;
But the wide Republic's emblem
  Is the bounteous, golden Corn!

EDNA DEAN PROCTOR: *Columbia's Emblem*

Compose in class other words for these lines, each member making suggestions. Praise the emblem you have chosen. Copy the parody on the board.

110. Making a National Emblem. Make a large shield. Print the name you have given our country. Under it put the names of the four attendants. Decorate the shield with the emblem. Copy the parody on the shield.

111. **Planning a Pageant.** A *pageant* is described in Webster's dictionary as "a stately or showy parade, often with floats, devised for public entertainment and in celebration of an event or in honor of a person."

You have chosen a national emblem for America in Project XXXI. Suppose you now arrange a pageant around that work. Who were the principal characters?

But there should be more characters than these, to make a "stately or showy parade." In olden times who went ahead and announced the coming of the great person?

What showy thing could Columbia bring with her? Who in olden times held aloft the great banner or shield?

Costumes for a school pageant must be easy to make. How could Columbia be dressed to show that she represents America? What might the attendants wear to show when they lived, or who they are, or what they did? What could you put on the great shield to be held aloft in the parade? Of what could the shield be made? Could colors be used on it? How large should it be? Why?

Handwork. Let three pupils volunteer to make the shield according to the suggestions of the class. This will be done outside of class.

112. **A Pronunciation Game.** Write a word in each space. Pronounce the words up and down, across, and diagonally. Go the rounds.

h*oi*st (not "hīst")
yo*ur* (not "yore")
ag*ai*n (not "agin")
*I*talian (not "eye-talian")
ca*rr*iage (not "kerridge")
obed*ie*nt (not "obejent")
gover*nm*ent (not "goverment")
pum*p*kin (not "punk'n")
pian*o* (not "pie-anner")

A Talk to the Class. Let pupils volunteer to serve on three committees to tell: (*1*) how characters should be dressed, (*2*) how the classroom should be decorated for a national pageant, and (*3*) how the shield should be made.

113. Writing Sentences in a Series. Outline the three things mentioned in each of the following sentences. This makes a *series*. How is it punctuated?

1. Uncle Sam wears striped trousers, a starred coat, and a pointed hat.
2. Columbia wears a liberty cap, a white dress, and a flag around her shoulders.

Remember: *Separate the words of a series by commas.*

Writing Sentences. Complete the following sentences. Tell three things in a series for each.

1. Daniel Boone wears —— —— ——.
2. George Washington wears —— —— ——.
3. Abraham Lincoln wears —— —— ——.
4. Ulysses S. Grant wears —— —— ——.

How do you punctuate these sentences?

Writing a Letter from Dictation. Copy a letter of invitation to your principal to come to the pageant, as the teacher dictates it. The best letter will be sent.

114. Outline of a Pageant. It is necessary to know not only the characters, costumes, and decorations for a pageant, but how these characters will act and what they will say.

Here is the outline of a pageant that gives the actions and the speeches of the characters. You need not follow the exact language, but give the thought in your own words.

AMERICA'S EMBLEM

Characters

[Fill in her name]. ., personifying America
A Herald
Four attendants (See page 156.)
....[Fill in]....., a great American
....., a great American
....., a great American
....., a great American

First page, carrying the shield
Second page, on his right
Third page, on his left

(*Enter* HERALD *from the corridor; goes to the right of stage.*)

HERALD. Ye ho! Ye ho! Columbia approaches!
Rise and salute, as she draws nigh.

(*The* CLASS *rise and stand in salute as the procession enters from the corridor:* COLUMBIA *walking alone, four* ATTENDANTS, *walking in twos, a* PAGE *carrying the shield, with a* PAGE *on his right, and a* PAGE *on his left. They take positions on the stage according to the diagram on page* 165.)

THE CLASS (*saluting*). [Give the flag salute, page 1.]

COLUMBIA (*rising*). I thank you for your loyal salute.

(*The* CLASS *sit down.*) I have lived through many years of history, but have always found my people loyal and brave. I was born....[Tell when]..... I have lived through.... [Fill in number].... wars. We have just now come out of what we pray will be the last great war. Your work is to live right and serve your country. My attendants will now tell you what they did for their country in the past. (COLUMBIA *sits down.*)

FIRST ATTENDANT (*coming to the front*). I am .... [Tell who] .... I lived ....[Tell when]..... I served my country by .... [Tell what he did]..... (*Goes to his place.*)

SECOND ATTENDANT (*coming to the front*). I am ....[Tell who] .... I lived ....[Tell when]..... I served my country by ....[Tell what he did]..... (*Goes to his place.*)

THIRD ATTENDANT (*coming to the front*). I am ....[Tell who] .... I lived ....[Tell when]..... I served my country by ....[Tell what he did]..... (*Goes to his place.*)

FOURTH ATTENDANT (*coming to the front*). I am .... [Tell who] .... I lived ....[Tell when]..... I served my country by .... [Tell what he did]..... (*Goes to his place.*)

COLUMBIA. And what is the emblem of our country?

FIRST PAGE (*stepping forward with the shield*). We have chosen....[Tell which tree, flower, or animal]..... We chose this because ....[Give three reasons, page 160.]..... (FIRST PAGE *returns to his place.*)

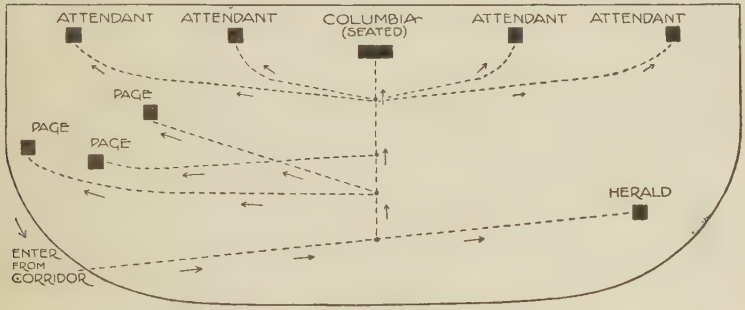
SECOND PAGE (*stepping forward*). We learned a beautiful poem called "Columbia's Emblem."....[Quote the stanzas on pages 158 and 160.] (SECOND PAGE *returns to his place.*)

THIRD PAGE (*stepping forward*). We liked the last part of the poem so well that we made a parody of it in honor of the emblem we chose for our country: ....[Quote parody, page 160.] (THIRD PAGE *returns to his place.*)

HERALD (*producing an American flag*). Rise, all you people, and hear "A Song for Our Flag."....[Recite "A Song for Our Flag" on page 105.]....What pledge will you now make for our great land and our great language?

THE CLASS (*rising*).....[Recite the Language Pledge on page 104.]....(*The* CLASS *sit down.*)

(*Procession from the stage:* HERALD, COLUMBIA, ATTENDANTS, PAGES)



Composing Speeches in Class. Make up the speeches for the pageant. Practice saying them different ways.

115. **Playing the Pageant.** Choose characters and practice the pageant after school. Present it in a class period or at the opening exercises.

116. **Writing a Paragraph.** Write the speech of one of the attendants.

A Grammar Game: ***Isn't*, not "*ain't*."** A pupil goes out of the room while the class choose a word. When he returns, the teacher says, "We've thought of a word that rimes with *cat*." The pupil goes the rounds asking, "Is it *fat?*" ("It *isn't* fat.") etc., until the word is guessed.

117. **Conversation**: ***Pro* and *Con*, or *For* and *Against*.** Tell where the play was good. Tell where it could be improved.

118. **A Breathing Game**. Practice taking good full breaths. Rise, and while your teacher counts five, slowly raise the arms at the side, breathing in deeply. Exhale, and lower the arms slowly, while she counts five. Repeat five times.

A Talk to the Class. Tell the class your opinion of the play. Give reasons for what you say.

119. **Writing a Letter**. Write a letter to a friend in another school, telling about your pageant. Have three paragraphs: (*1*) *where*, *when*, and *what* was given; *who* took part; (*2*) your *opinion* of the pageant; and (*3*) *why* a pageant should be given in your friend's school.

Correct the letter: 1. Is the form of the letter right? Look at the model on page 28. 2. How can you improve your handwriting? 3. Have you paragraphed correctly? Have you misspelled any words or used the same word too often?

Copy the corrected letter on writing paper and send it.

120. **Handwork and Copying**. Draw a shield and emblem and copy the parody to inclose with your letter.

121. Learning to Plan Definitely. In spring we prepare our gardens for a busy season of bloom. In the fall we prepare the same gardens for a rest period during the winter. We should know just how large the garden is. Let us not guess, but measure carefully. We should know just what we want to plant in it, what vegetables and what flowers. We should know how we can enrich the soil and prepare it for a good season. We should have our tools in good shape. Talk about these.

Making a Report. Find out how many feet long and wide your garden is. Make a list of what you raised in the garden last year, and of what you wish to have the coming year. Make a list of your tools.

For subdivisions use the following:

I.....
A.....

☆ **122. An Enunciation Game.** Pronounce quickly and clearly:

saw say sigh so see

Rearrange the words in a different order and pronounce them.

A Talk to the Class. Tell what you expect to do to get your garden ready for spring (or winter). Come to the front of the room. Stand away from the desk. Make yourself heard in the back seats.

Could the speaker be heard? Was every remark to the point? Did he use too many *and*'s?

123. Study of a Poem. The people of Holland have always loved flowers. What do you like best in this poem about a Dutch garden?

A Little Dutch Garden

[1] I passed by a garden, a little Dutch garden,
Where useful and pretty things grew;
Heartsease and tomatoes, and pinks and potatoes,
And lilies and onions and rue.

[2] I saw in that garden, that little Dutch garden,
A chubby Dutch man with a spade;
And a rosy Dutch frau with a shoe like a scow,
And a flaxen-haired little Dutch maid.

[3] There grew in that garden, that little Dutch garden,
Blue flag flowers lovely and tall;
And early blush roses, and little pink posies,
And Gretchen was fairer than all.

[4] My heart's in that garden, that little Dutch garden,
It tumbled right in as I passed,
'Mid 'wildering mazes of spinach and daisies,
And Gretchen is holding it fast.

Harriet Durban

What "useful things" were raised in this garden? What "pretty things" were raised? Give other names to these.

What describing words are used in the poem? Make a list of them.

What are the meanings of *heartsease* [1], *rue* [1], *scow* [2], and *maze* [4]? Where can you find definitions of these words? Write the words alphabetically on the board.

124. **Handwork, Copying, and Memorizing.** Draw a picture to illustrate the stanza you like best. Copy the stanza below it. Memorize it.

125. **Words that Mean Opposites.** We have words that mean opposites; as, *hot* and *cold*. These words are called *antonyms*. It is well to learn as many antonyms as we can, because they help us to use the exact word for the idea.

Remember: Words that mean the opposite of each other are called antonyms.

Writing Antonyms. Fill in the antonyms in the following sentences. Notice that *but* introduces an opposite idea.

1. Yesterday was hot, but to-day is ——.
2. My dress is dry, but my feet are ——.
3. Mary was punctual, but Alfred was ——.
4. You do not turn to the right. You turn to the ——.
5. This tool is sharp enough for the garden. That one is too ——.
6. In the front I planted marigolds, but in the —— I put asters.
7. This watering can is empty, but that one is ——.
8. The leaf of this plant is smooth, but see how —— that one is.

126. The Topic of a Paragraph. Read the following selection and be ready to tell why it is written in two paragraphs.

[1] Earthworms were the first plows. They plowed with their sharp, gimlet noses and invisible feet long before the Egyptians used pigs for plows. Even now they often throw up, in one summer, a quart of rich soil on every square foot of a large garden. They do more than this. By burrowing under large stones they help them to sink below the reach of the farmer's plow. We are told, moreover, that the ruins of ancient cities were buried in this way by earthworms.

[2] So we must feel thankful to these humble and despised crawling creatures. They have made the earth's surface rich and smooth. They have prepared the earth for plants, animals, and men. All the soil that makes plants grow has passed through their little bodies. Without the earthworms there would be few trees, and no grain, no fruit, no animals of the land, and no men.

JOHN MONTEITH: *Some Useful Animals*

How do the earthworms act as plows? What helpful things have they done? Why would there be no grain without earthworms? What instruments and tools are needed in gardening besides a plow?

What experiences have you had with earthworms outside of gardens? Tell about one of them.

The first paragraph tells how it is true that earthworms were the first plows. It explains.

The second paragraph does not explain about earthworms as plows, but takes up a new topic. This new topic is, "We must be thankful to these earthworms." The second paragraph gives reasons.

Remember: *Whenever we change the main topic in writing, we must make a new paragraph.*
A paragraph is always indented.

127. The Proper Form of a Business Letter. Which of the following letters do you think is better? Why?

(*a*)	(*b*)
31 Orange Street Los Angeles, Calif. March 31, 1921 The Acme Seed Company San Francisco, Calif. Dear Sirs: Please send me your latest seed catalogue. Very truly yours, Andrew Thornbury	Titusville March 31, 1921 The Akme Seed Co Send me your seed katalog at once Amos Westley

The letter on the left is good because it has the proper heading, address, salutation, body, complimentary close, and signature. Point these out. The clerk at the seed store knows exactly how to address the catalogue of seeds. The letter on the left is also polite in its wording.

Find five things that are wrong in the letter on the right.

Remember: *A business letter should give the name and address of the person to whom the letter is sent.*
The salutation should be followed by a colon.

Copy Amos Westley's letter in correct form.

Finding Topics of Paragraphs. Turn to a selection in your reader and find the topics of the paragraphs.

128. Writing a Letter. Find an advertisement for seeds and write to the firm for a catalogue. The best letter will be sent.

A Word Exercise. Make lists of (*1*) vegetables, (*2*) flowers, and (*3*) tools that you would like for a garden. Then write the words on the board under three heads, alphabetically arranged.

129. An Expression Game. It is very monotonous to hear people always talking in one key. Practice saying the following sentences, each time emphasizing a different word:

What did you eat? What *did* you eat? What did *you* eat? What did you *eat?*

A Talk to the Class. Tell the class, first, what flowers or vegetables you would like to have in your garden, and, second, what tools you would need.

130. Handwork. Draw a plan of the way you would like to lay out your garden. Mark dimensions on it. Put in the names of the vegetables and flowers where you want them planted. Write your list of garden helps at the bottom.

Stand the garden plans on the blackboard ledge and file past them, so that you can look at each one carefully. Observe which one is best. Write the name on a slip of paper. Collect the ballots and count the votes.

The best plan will be exhibited on the wall.

131. **Conversation.** Where is the joke in the following story? It was told by Charles Darwin, the great scientist, in the account of his life.

A False Friend

I must have been a very simple little fellow when I first went to school. A boy of the name of Garnett took me into a cake shop one day, and bought some cakes for which he did not pay, as the shop man trusted him. When we came out I asked him why he did not pay for them. He instantly answered, "Why, do you not know that my uncle left a great sum of money to the town on condition that every tradesman should give whatever was wanted, without payment, to any one who wore his old hat and moved it in a peculiar manner?" And he then showed me how it was moved.

He then went into another shop where he was trusted, and asked for some small article, moving his hat in the proper manner, and of course obtained it without payment. When we came out he said:

"Now if you like to go by yourself into that cake shop I will lend you my hat, and you can get whatever you like if you move the hat on your head properly."

I gladly accepted the generous offer, and went in and asked for some cakes, moved the old hat and was walking out of the shop, when the shop man made a rush at me. I dropped the cakes and ran for dear life, and was astonished by being greeted with shouts of laughter by my false friend Garnett.

Charles Darwin

Who are in this story? *When* and *where* did it take place? *What* different things happened? Why was Garnett called "a false friend"? Was this a kind joke?

Tell an April Fool joke that is really funny.

132. **Planning a Story.** Here are several unfinished stories. Fill in the blanks with your own ideas. Talk about the questions in the blanks, and how to expand the topics in (*c*).

(*a*) A St. Patrick's Day Story

Larry lived in ....[Where?]... One day he dreamed that happiness would come when he found "three worlds of work, play, and love all in one." So Larry ....[Did what?]..... Whenever he asked people to tell him where the worlds were, they ....[Said what?]..... He found the world of work. He found the world of play. But the third world he could not find. Weary, he came back to his .... [What?]..... There his ....[Who?].... welcomed him with joy. In the love of his ....[Who?].... he found the third world. It was .... [Where?]..... He found "three worlds all in one" growing right at the doorstep of his home. They were the little .... [What?]... plant. And the three worlds were ....[What?]....

(*b*) A Halloween or April Fool Story

——, [Who?], ——, and ——, three children, wanted to play a trick on ....[Whom?]..... They went to ....[Where?]..... They found a fine yellow ....[What?].... and hid it .... [Where?]..... Then they ....[Did what?]..... When it was quite dark, they ....[Did what?]..... ....[Who?]...., on whom they played the joke, thought it was ....[What?].....

(*c*) Expanding a Topic

1. On Halloween I had an exciting adventure.
2. My favorite hero is ——
3. I found a pocketbook on the street yesterday.
4. My dog is very intelligent.

133. A Humming Game. To make a good tone hum *m-m-m* with the lips closed. Then open the lips, but continue humming.

A Talk to the Class. Tell one of the stories that you have talked about on the opposite page.

134. Writing a Story. Write your story in one paragraph. Be careful of your penmanship, margin, indention, and spelling. Punctuate the sentences correctly.

Playing a Story. Act one of the stories on page 174.

135. Guessing Riddles. A riddle is a puzzle in words. It says something that sounds as if it could not be true, and yet it is true.

Riddle. What goes up and down and never touches sky or ground?

Answer. A pump handle.

Draw the answer to the following riddle. Show that it is true, even though it sounds impossible.

WHO AM I?

My face is as round as yours, little girl,
But I have no eyes to see.
My hands are busy the livelong day,
As busy as they can be.
Sometimes I speak that you may know
How fast the hours and minutes go.

Making Riddles. Make up a riddle for the class to guess. Call it "What is it?" Begin "It's —," as,

"It's something we have for breakfast to eat,
It's shaped as a head, but it has no feet!"
What is it?.....[An egg!]

136. **Seeing the Truth in Statements.** Are the following statements true?

> It is not what we earn, but what we save, that makes us rich.
> It is not what we eat, but what we digest, that makes us strong.
> It is not what we read, but what we remember, that makes us wise.

Show that a man might earn a big salary, and yet be poor. Tell about two good ways to save.

Show that a boy might read one hundred books a year and not be wise. What is a good way to read? What is a poor way to read?

Show that a girl might eat as much food as a man and yet not be strong. Tell about good ways to exercise.

137. **A Pronunciation Game.** When *sh* comes before *r* be sure to sound it fully. Say "shrill" (not "srill").

shriek shrink shrank shrunk shrill shrub

A Talk to the Class. Tell what you think is the best way (*1*) to save, (*2*) to exercise, (*3*) to read a book, or (*4*) to become healthy.

138. **The Correct Use of Words.** What is the difference between *its* and *it's*, and *who's* and *whose* in the following?

1. *It's* true that the dog hurt *its* foot.
2. *Whose* box is this? *Who's* to look after the lunch boxes?

1. *It's* stands for *it is*. *Who's* stands for *who is*. The apostrophe marks the omission of the letter *i*.

2. *To like* means to be fond of. *To love* means to have a deep feeling for. You like ice cream, but you love your mother.

3. It is better to use *much* instead of *lot* or *lots*. Say "There is *much* fun in swimming" (not "There is lots of fun in swimming").

4. Do not use *of* carelessly for *have*. Say "He would *have* gone" (not "He would of gone").

5. Say *rather* instead of "kind of," "sort of," or "kindy"; as, "I *rather* like it" (not "I kind of like it").

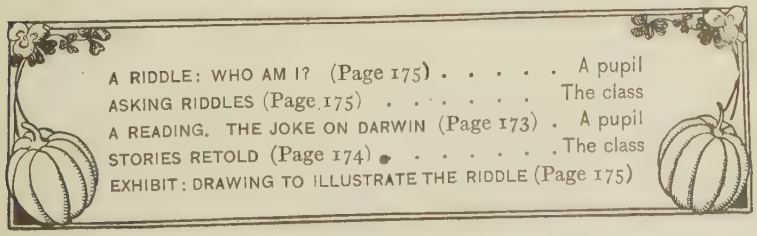
6. Say *beside* not "side of"; as, "He sat *beside* Tom" (not "He sat side of Tom").

Make a poster. Print "Do you use these words correctly?" at the top. Then write ten sentences using these forms correctly. The best poster will be exhibited.

139. Dictation. Copy the sentences on page 176. The teacher will contract *it is* to *it's*.

An Enunciation Drill. Repeat the sentences on page 169, carefully enunciating the words in the blanks.

140. An April Fool or Halloween Program. The following program gives a good chance for you to show your teacher how much you have improved in speaking to the class. Each pupil will speak twice. Therefore, there is a fine opportunity to make your second talk better than the first.


A RIDDLE: WHO AM I? (Page 175) . . . . . A pupil
ASKING RIDDLES (Page 175) . . . . . The class
A READING. THE JOKE ON DARWIN (Page 173) . A pupil
STORIES RETOLD (Page 174) . . . . . The class
EXHIBIT: DRAWING TO ILLUSTRATE THE RIDDLE (Page 175)

141. **Conversation.** When your fathers and mothers were boys and girls, people began to take pride in keeping the streets clean. In the city of New York the street-cleaning department became famous. The sweepers were called "White Wings" because they wore white uniforms at their work. The school children formed clubs to help the White Wings clean up. Here is a report written by a school boy to the head of the street-cleaning department.

Dear Sir:

On my way to school the other morning I saw a boy throwing a banana skin in the street. I told him that some one might slip on it and break a leg, and he promised not to do it again. On my way home I picked up five other banana skins and seven orange peels. In a vacant lot I found three bottles and five tin cans.

Yours truly,
Antonio Moretti

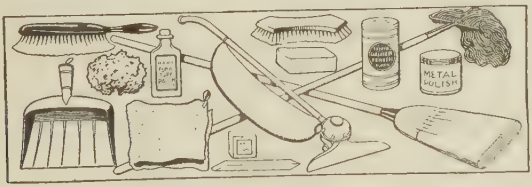
Let us form the class into a club (the White Wings Club) and for the next two weeks do what we can to clean up ourselves, our homes, and our city. Read the campaign song on page 76.

Finding Out Something. Where are there vacant lots with rubbish on them? How can we clean these up? What does "keeping ourselves clean" mean? What must we do to keep our homes clean? our city clean?

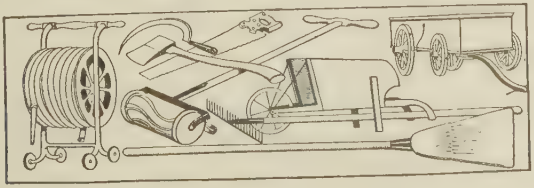
142. First Aids in Clean-up Work. There is a proverb that says, "Charity begins at home." This proverb is true of Clean-up Week. It not only begins at home, but it begins with yourself, with your own body and clothes.

How do the following "first aids" help in *keeping yourself clean?* What is the right way to use each of these? What is the wrong way to use them?

How do the following "first aids" help in *keeping your room and home clean?* What is the right way to use each of these? What is the wrong way to use them?



How do the following "first aids" help in *keeping your yard and street clean?* What is the right way to use each of these? What is the wrong way to use them?



143. **Pronunciation Game.** Do not sound *th* as *t* or *d*.

*th*en (not "den")
o*th*er (not "odder")
*th*ose (not "doze")
wi*th* (not "wid")
whe*th*er (not "wedder")
par*th*ner (not "pardner")
*th*ousand (not "tousand")
far*th*er (not "fahder")
a*th*letics (not "atletics")

A Talk to the Class. Tell the right way to do one of the following things. Tell one thing not to do.

1. Brush the teeth.
2. Keep the hands clean.
3. Shampoo the hair.
4. Keep the clothing clean.
5. Clean muddy shoes.
6. Dust a room.
7. Clean blackboards.
8. Take out spots in clothes.
9. Clean a bureau.
10. Clean a desk.
11. Clean windows.
12. Wash dishes.

144. **Homonyms.** Here is a little riddle: "What is the greatest surgical operation on record?" The answer is "Lansing, Michigan." The humor here is caused by having two words that sound alike, but have different meanings; as, *Lansing* and *lancing*.

Such words are called *homonyms*. Although homonyms sound alike, they are spelled differently.

Remember: Words that sound alike, but have different meanings and are usually spelled differently, are called **homonyms**.

A Written Exercise. Fill the right words in the following blanks:

1. We —— breakfast and began cleaning at ——. (Eight, ate)
2. Let us —— the dead cat near the —— bush. (Berry, bury)
3. That trash should not have —— in the coal ——. (Bin, been)

4. It would —— on you to see such —— waste. (Great, grate)
5. He gave a —— at the way the weeds had ——. (Grown, groan)
6. The —— has been cleaned, so —— that trash away. (Haul, hall)
7. A —— of water makes King Dirt grow ——. (Pale, pail)
8. At first —— the —— of the house seemed good. (Sight, site)
9. —— they found all —— garbage cans. (Their, there)

145. Being Definite in Making Reports. Which of the following reports is better? Why?

(*a*)	(*b*)
Ed, Tom, and I cleaned up a lot at the southeast corner of Gray and Filbert streets. We removed to the dump in our express wagons 35 tin cans, 15 old bottles, and 3 wagon loads of broken branches and old papers. Henry	Me and some boys cleaned up a vacant lot. We took away a lot of tincans, bottles, and rubbish. It sure made me tired, and I wanted to play baseball. I like to play baseball better than football. Pete

In what way is Henry's report more polite than Pete's?

If the president of the White Wings Club wanted a definite report, which of these two reports would be more helpful? Why?

What does Pete's report tell that is off the subject?

Make up six questions that you would have to ask Pete to get a definite report for your club.

Remember: *A report should be definite in giving numbers, locations, and persons concerned.*

Correcting a Report. Make Pete's report on page 181 definite. Omit what is off the subject. Copy the corrected report.

146. **Conversation.** What makes a yard attractive? What makes a yard ugly? How can you clean up your own yard? What sort of trash is found in alleys and on vacant lots? How can you get rid of it? If the owner will not clean up a vacant lot, have you the right to clean it for him? If you have the right, would it pay to go to the trouble of cleaning it?

Let each boy and girl serve as a committee of one to clean up the home grounds and pavements.

Let the boys of the class be divided into committees to clean up alleys and vacant lots near the school.

147. **Writing a Report.** Give definite information about cleaning yourself, your room, or your home.

148. **Handwork.** Choose a slogan. Print it on a poster. Draw a suitable drawing for "Clean-up Week." Use in some way the pictures on page 179.

Put up in the classroom the posters made for Clean-up Week.

149. **Making a Blackboard Class Outline.** Under four main heads outline what the club did in cleaning up homes, alleys, streets, and vacant lots.

150. **Horn Game.** Open the mouth well in speaking. Pronounce *tune*, *tone*, *tore*, opening the mouth wider for each successive word.

A Talk to the Class. Tell what you did personally to clean up your yard, pavement, street, or lot.

PROJECT XXXVI. A VISIT TO A PARK

151. **Study of a Picture.** How would this picture differ in spring and fall? What different kinds of fun could you have at these places? When should you like best to go to the chestnut grove? Why? What things can you do at the maple grove? What can you do at the amusement park that you cannot do at the groves? What games can you play at these places?

152. **Conversation.** If you live in a city, there are already provided for you some parks where you can enjoy the beauty of outdoor life. If you live in the country, there are places that are just as beautiful as city parks. In what ways may they be more beautiful? In what ways would city parks be more beautiful?

Decide which place you would like to suggest to the class. Think about good reasons to give for going there.

In making your suggestion this time you need not rise, but remain seated, as we do when we talk in a parlor.

The teacher will point to a certain aisle. Then the pupils sitting there will make their suggestions, one after another, without being called upon.

Draw a map of the region about your city or home. Make it similar to the map on page 183.

153. **Right Use of Connectives.** Three very useful little words are *and*, *but*, and *because*. *And* adds a thought; *but* gives an opposite idea; and *because* presents a reason. These words should be used only where they are actually needed.

Remember: Do not use too many ***and's***.

Insert the proper connectives in the following:

1. Betty wanted to fish, — Alice would not let her.
2. The boys caught a fish, — the girls caught a crab.
3. The picnic was held at the park, — it was near.
4. The class hoped for good weather, — it was not clear.
5. Pigs grunt, cows moo, — horses neigh.
6. Mary cut her hand, — she held the knife carelessly.

A Grammar Game. *Doing Three Things.*

The teacher says, "John, *go* to the closet, *get* a book, and *put* it on Tom's desk. Tell what you did." The pupil replies, "I *went* to the closet, *got* a book, and *put* it on Tom's desk." Make up sentences about your picnic.

154. **A Breathing Game.** See page 111.

Making People Want to Do Things. There are four different things we may want to do in talking. One is to *tell what happened*. Another is to *describe* something. Another is to *explain* something. A fourth is to make people want to do or believe something by giving good reasons.

y
w

go

on
will
The ball

155. **Writing** [illegible] your principal, asking for pe[illegible]ss walk after school on a certain day. Tell [illegible]ere you want to go. Give reasons why you have chosen that place.

Correcting and Copying a Letter. Write the letter first on scratch paper. Correct the form by comparing it with the model on page 28.

Scan each sentence to see whether it has a subject and a predicate. See whether it begins with a capital and ends with a period.

Copy the corrected letter to hand in.

The best letter will be sent to the principal.

156. **Conversation.** What things can you see when you are out in a park or in the country? What things do you hear? Write on the board lists of *Sights* and *Sounds*, as they are suggested by the class. Consider trees, insects, animals, weeds, and flowers.

How must you behave so that you do not frighten wild creatures?

[illegible] *es*

[illegible] this page [illegible] by an English poet. At [illegible] there is a poem entitled "Autumn," [illegible] American poet. Talk about these two poems, line by line, until you are sure you know what each poem means.

What other things could you speak of in a poem about spring? What other things should you like somebody to put into a poem about autumn?

Which poem do you like better? See how quickly you can learn it. Tell why you like it.

Dictation. Copy the poem "Spring." Underline words with the apostrophe. Be ready to tell why it is used.

158. ***Than* as a Connective.** Notice the use of *than* in the poem about autumn. It always connects two ideas that are compared. If we express ourselves briefly, as in saying "Mary is taller than I," we must remember that the second part makes a sentence, even though it is understood — "taller than I am." After *than*, always use *I*, *he*, *she*, *we*, and *they* (not *me*, *him*, *her*, *us*, and *them*).

sentences us[illegible]

1. Tom ran faster [illegible]
2. The leaves are yellower than —.
3. They have more enthusiasm than —.

159. **Conversation.** Write down on paper all the things that you can think of to do outdoors. Which things can a boy or a girl do alone? Which games need more than one to play them? How are these played? Which of these games, sports, and things to do are best suited to the place to which you are going? What things may you not do in a park?

160. **A Pronunciation Game.** You have learned that short vowels are marked ˘. Write *băt*, *nĕt*, *hĭt*, *hŏt*, *sŭp* on a starfish. Pronounce the words, and then the vowels alone.

A Talk to the Class. Tell what to do in the park or the country when you go for a class walk. Tell how to do it.

[After school the class will go to the park.]

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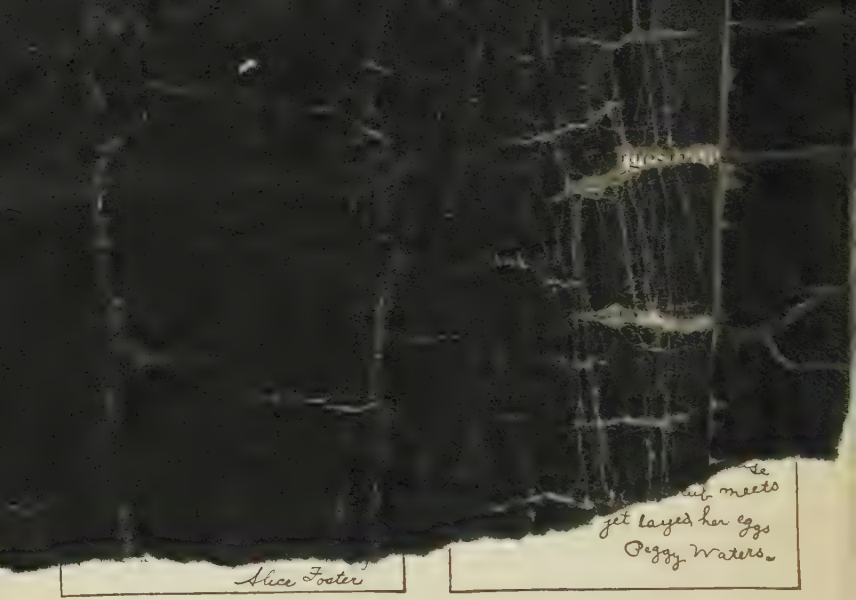


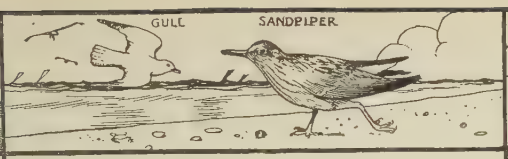
You see for yourself that penmanship, neatness, margin, spelling, putting capitals at the beginning of sentences, and putting periods at the ends of sentences make a great difference to you in reading what somebody has written.

Remember: *The names of political parties and religious denominations are always written with capitals.*

Writing Sentences. Make up sentences, using the following in correct form:

1. The democratic party.
2. A republican president.
3. The lutheran church.
4. The socialist party.
5. The presbyterian church.
6. The catholic church.

Handwork. Make a booklet. See page 87. Use four large sheets of paper. Do not number the cover. Number the other pages.



Oriole
Lark
Bobolink
Swallow
Flicker
Robin
Blackbird
Cedar bird
Humming bird
Blue jay
Warbler
Woodpecker
Heron
Quail
Crane
Cowbird

162. Conversation. Which of the birds on this page have you seen? Which are tame birds? Which are wild birds?

Hiawatha, the Indian boy, knew birds. Learn what Longfellow said about him.

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."

How do different birds make their nests? Where do birds go in winter? How do the birds that stay North live? What birds have you seen in winter? Which come back in the spring?

Write the poem from memory on page 5 of your booklet.

Making a List. Write on page 6 an alphabetical list of the birds on this page.

Sparrow
Redbird
Mocking bird
Ovenbird
Blackbird
Cardinal
Thrush
Wren
Catbird
Crow
Sandpiper
Owl
Eagle
Kingfisher
Osprey
Buzzard

163. A Pronunciation Game. Copy on the board five words ending in *ing*.

A Talk to the Class. Describe one of the following:

1. A bird's nest
2. A tame bird
3. A wild bird
4. A bird building a nest
5. Birds migrating
6. A bird at its bath

Writing a Paragraph. Copy on page 7 of the booklet the talk you gave about birds.

164. A Story Begun. Here is a story begun for you.

> In front of a window where I worked last summer was a butternut tree. A —— built her nest on a limb that grew near the window, and we had an opportunity to watch her closely. In fact, we could look right into the nest.
>
> *American Sportsman*
>
> (*To be continued*)

What kind of bird might this be? What kind of nest? Make up a story about what happened.

Dictation. On page 8 of your booklet copy the beginning of this story. Fill in the name of "humming bird."

165. Correct Use of Words. Observe the following ways in which these words are used:

1. *To guess* is "to jump at a conclusion," as, "We guessed the riddle." Do not use *guess* when you mean *think*. Say, "I think you are right" (not "I guess you are right").

2. *Strange* means "odd." *Funny* means "amusing." Do not say *funny* when you should use *strange*. Say, "That is a strange thing to do" (not "funny thing," unless you mean that it is humorous).

3. *To lie* has two meanings: (*1*) "to tell a falsehood," (*2*) "to recline." *To lay* means "to put"; but *lay* also may mean "reclined," and that is what causes the trouble. Compare the following ideas:

(*a*)	(*b*)
1. He lies to me.	4. He lies down.
2. He lied to me.	5. He lay down.
3. He has lied to me.	6. He has lain down.

(*c*)

7. Lay the book there.
8. He laid the book there.
9. He has laid the book there.

Which of these mean "to tell a falsehood"? Which means "to recline"? Which means "to put"? Where are the same forms used?

Writing Sentences. Write sentences, using *lie*, *lay*, *funny*, *strange*, *guess*, and *think* correctly.

166. Different Ways to Begin a Paragraph. The story begun on page 190 was about a humming bird. Read that part again. Here is the story continued. It could begin:

Once — One day — It happened
Once upon a time — Once it happened

—— when there was a heavy shower, we thought we would see whether the humming bird covered her young during the rain. When the first drops fell, she came and took in her bill one of two or three large leaves growing close by, and laid this leaf over the nest so as to cover it. Then she flew away.

American Sportsman

(To be continued)

Copying. Divide the class into five groups. Let each group begin the story with a different word. Copy the paragraph on page 9 of the booklet.

167. The Story Concluded.

> On examining the leaf, we found a hole in it, and in the side of the nest was a small stick that the leaf was fastened to or hooked upon. After the storm was over, the old bird came back and unhooked the leaf, and the nest was perfectly dry.
>
> *American Sportsman*

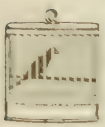
What other clever things have you seen birds doing, or have you heard or read about?

Copying. Copy the end of the story on page 10 of the booklet.

168. An Enunciation Drill. Practice the tongue twisters on page 122.

A Talk to the Class. Tell the story of the humming bird, or tell about another clever thing that a bird did.

169. Telling Reasons: Should a Wild Bird Be Confined in a Cage? On this page you see two bird cages with little inmates living in them.



One little bird is a canary that was raised in a bird store and never in its life saw the inside of the woods or the wide blue expanse of heaven. The other little bird is a meadow lark that William Marsh caught in a bird trap one day down in his uncle's meadow.

Do you think the canary wants to be free? If you think so, what would it give as reasons? Do you think the birdman would want the little canary to be freed? Why not?

Do you think the meadow lark wants to be free? What would it say if it had a voice that you could understand? What do you think the birdman would tell William Marsh about the meadow lark?

When is it right to keep birds in cages? When is it wrong? How should birds be cared for in cages? What bird should you prefer to keep in a cage?

Writing a Letter in Class. Imagine yourself to be the canary or the meadow lark. Write a letter to William Marsh, asking him to set you free or begging him to take better care of you. Give reasons. Begin the letter "Dear Master," and copy it on page 11 of the booklet.

170. **Finishing the Booklet.** On the first page write as title, "Birds I Have Met." Put your name down as author. Leave the second page blank. On the third page write the contents.

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A Poem: From "Hiawatha" 5
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A Talk Written Up. [Make a title.] 7
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Draw and color a picture on the front of the booklet. Print on the cover your name and a good slogan for the care of birds.

PROJECT XXXVIII. ACTING A PLAY FOR A PROGRAM

171. Reading a Story. Here is an animal fable from Africa, the Dark Continent. We shall study it first and then plan to play it.

Jan, the Animal Judge

[1] One long-to-be-remembered day the deep silence of the woods was broken by the shrill cries of birds. Messengers had been sent to the court of Jan, the judge of the animal world. Now Jan was remarkable among the animals because he stood upright on his two hind legs and used his forelegs as arms. In the dark recesses of the underbrush, surrounded by his guards, the messengers found him in his courtyard, thinking about the many disputes that were before him for settlement.

[2] After being admitted, one of the messengers said in eager tones: "Oh, wise judge, some one has torn the pretty nest of the weaver bird. Much beloved is she among her friends, so now in the name of those friends, we come to demand satisfaction for her."

[3] "She shall have satisfaction," Jan replied. "Ho, guards, call the court!"

[4] The trumpets were blown, the drum was sounded. Many grass mats were spread for the meeting of the coming assembly.

[5] From far and near came the friends of the weaver bird. There were the ostrich, the hornbill, the pelican, the flamingo, the ibis, the parrot, the heron, and the dove, all making a show of much beauty.

[6] The sound of Jan's drum had brought also many of the four-footed beasts. There were the elephant, the antelope, the zebra, and the boar. There were also three insects, the tiny ant, the vicious spider, and the industrious beetle, all anxious to hear the complaint of the little bird.

7 After all had come, the guards called out, "Silence, O birds and beasts. Let the good and wise judge hear the story of the weaver." In a kindly manner he bade her to make complaint.

8 In a low, trembling voice the little bird began: "O good and wise Jan, I am called the weaver bird because all of our family build their nests in a single tree under a long roof of dry grass. My friends say that these homes are very pretty and very different from any other in the forest. All of my relations are very industrious and live in much peace, and yet, O judge, the parrot comes and tears our nests and kills many of our little children."

9 When the story was finished, cries of "Shame! shame!" came from all assembled.

10 Then in stern tones spoke the judge: "Parrot, come forth and give this wonderful little weaver bird satisfaction." The gay, chattering parrot came forward saying: "I am not guilty, great judge. Ostrich is the guilty one."

11 "Come forth, ostrich," called Jan. With a haughty step the tall bird came out, saying: "I am not the guilty one, as I do not climb trees. I think striped zebra knows something of this matter."

12 "Nonsense," said the zebra when he came forward. "I do not fly, but the boar knows all about this nest."

13 With a loud and coarse laugh the boar cried out: "No, no, not the boar, but the elephant has done this unkind act."

14 "Why should I do such a deed to a tiny bird?" asked the elephant with an impatient toss of his trunk. "Call the ant, as he knows more than any of us about this bird's nest."

15 These denials and charges angered Jan, who thundered out, "Enough of this nonsense! Hear my sentence:

[16] Ostrich, bite the parrot,
Zebra, kick the ostrich,
Boar, butt the zebra,
Elephant, stamp the boar,
Ant, sting the elephant."

[17] At once there was much confusion in the court. There were shrill cries, fierce roars, a great flapping of wings, and much pawing of the ground.

[18] In the midst of it all there suddenly appeared Muzimu, the wizard — Muzimu, the all-knowing one. At once there was silence. His eyes showed anger and his shaggy body seemed more shaggy than ever. He seemed to know at once what the matter was, and in a deep voice began: "O foolish judge, your sentence is a silly one. From to-day you and all your family shall live in trees and walk on all fours — monkeys they shall be called, and you, Jan, shall be known as baboon. Men will laugh at you and make sport of you and your family for all time. Depart, birds and beasts. Strife will be among you always." A. O. Stafford: *Some Animal Fables*

172. **Conversation.** Where did this story take place? Who were in it? What happened? Who made a wiser decision, Jan or Muzimu? Why?

173. **A Pronunciation Game.** Practice saying the jingle in the story, pronouncing every syllable clearly.

A Talk to the Class. Retell the story in relay, no pupil talking longer than one minute.

174. **Persons in the Story: the Characters.** Write a list of the characters in the story. Rearrange them under these heads: *messengers*, *guards*, *judge*, *birds*, *animals*, *insects*, *Muzimu*. Where should you put subtopics? Arrange these alphabetically.

Give names to all the characters shown in the picture on page 197. What point in the story does it illustrate?

Write on the blackboard all the describing words given for these animals. They tell you what the characters would look like.

175. **Finding the Scenes of the Story.** Where does the story begin? How could you make the classroom look like that place? Does the story take place in one spot?

Arrange the following sentences to bring out the story:

1. In the midst of the confusion suddenly appeared Muzimu.
2. When Jan asked the parrot about it, the parrot said that the ostrich was the guilty one.
3. The weaver bird complained that the parrot tore her nest.
4. Muzimu said, "The decision is foolish. From now on, Jan shall be a baboon."
5. One day the birds and the beasts flocked to the court of Jan, the animal judge.
6. Angered at the denial, Jan said: "Ostrich, bite the parrot! Zebra, kick the ostrich! Boar, butt the zebra! Elephant, stamp the boar! Ant, sting the elephant!"
7. Each animal present tried to blame some other animal.

Remember: Tell things in right order, with a definite beginning, middle, and end.

176. **Writing a Letter.** Invite some one to come to the play. Make two paragraphs: (*1*) when and where the play will be given, and (*2*) the invitation.

177. **Handwork.** It would be rather hard to turn a boy into an ostrich by means of costuming. Let us cut cardboard about 10 inches by 12 inches, or larger, and tie

a string to it so that it can be hung over the chest to show what each pupil represents in the play. On the cardboard draw the picture of the character and print in large letters the name below the picture.

Blackboard Questions and Answers. The class will go to the board and each write a question about the person standing on the left. Make the question deal with one of the characters in the story. Begin with the person's name; as, "Alice, who was the judge?" After the questions are written, each pupil will move one space to the right and answer the question, using the name of the writer in the answer; as, "Tom, Jan was the judge." Make complete sentences.

178. **A Pronunciation Game.** Pronounce the following carefully:

contrary faucet federal introduce usually forehead

A Talk to the Class. Tell the class what you think about one of the following.

1. Was Muzimu a better judge than Jan? Why?
2. Did Muzimu punish the guilty person? Why?
3. What punishment would you have given? Why?

179. **Practicing Parts in the Play.** Divide the parts among the pupils and practice the play. Where will Jan's court be? What will be his throne? Where shall the animals stand? Where shall they come to speak? What will they say?

180. **Acting the Play.** Act the play for a Memorial Day (or Christmas) Program.

181. **Handwork.** An unabridged dictionary gives colored pictures of flags of all the nations. The teacher will divide the important nations among the class. Each pupil will find out how the flag assigned to him looks, and draw and color it correctly.

A Grammar Game: *Didn't* and *anything* (not *" nothing "*). A pupil turns his back on the class. Another touches his head. The pupil turns to the class and goes the rounds asking, "Did you do anything?" ("I didn't do *anything*" — not "didn't do nothing.")

182. **A Pronunciation Game.** In the following words *a* is pronounced like *a* in *father*. The italicized letters are silent.

b*a*lm c*a*lm p*a*lm *p*s*a*lm qu*a*lm

A Talk to the Class. Describe how you made the flag. Hold up the picture for the class to see.

Which pupils said, "Then-a," "and-a," "next-a," or " now-a " in connecting one idea with another?

Vote for the pupil who told clearly everything that was done to make his flag.

183. **Writing a Description.** Write in one paragraph how our national flag differs from the one that you made.

Draw and color our flag and write under it:

"With its red for love, and white for the law,
And blue for the hope which our fathers saw
Of a larger liberty."

184. **The Form of an Outline.** Why does this outline help you to find information quickly?

RULES FOR THE FLAG

I. What the national flag is called [Written up later.]
   A. General official name, Stars and Stripes
   B. Name in Army
      1. Sometimes called Standard
      2. Sometimes called Colors
      3. The two flags called Stand of Colors
         a. When borne with regimental colors
   C. Name in Navy: U. S. Ensign (en'sin)

II. Holidays when flag should be displayed [Filled in later.]
   A. At full staff (Drawn to top or peak of staff.)
      1. Lincoln's Birthday
      2. Washington's Birthday
      3. Jefferson Day
      4. Battle of Lexington
      5. Flag Day
      6. Battle of Bunker Hill
      7. Independence Day
      8. Lafayette Day
      9. Star-Spangled Banner Day
      10. Paul Jones Day
      11. Columbus Day
      12. Battle of Saratoga
      13. Surrender of Yorktown
      14. Evacuation Day
   B. Raised to full staff and then lowered to half staff, from sunrise to noon, and at full staff from noon to sunset.
      1. Memorial Day

III. How flag should be drawn
  A. Staff always at left
  B. Flag floating to right
  C. When flags of two countries are crossed, our flag on right

IV. How respect is shown the flag [To be arranged.]
  A. Civilians to uncover during playing of "Star-Spangled Banner"
  B. When two flags are displayed, Stars and Stripes should be placed on right, as the building faces
  C. When national flag is carried with another banner in parade, it should have place of honor at right
  D. If a number of flags are carried, national flag should precede or be carried in center above others

V. The salute
  A. When national flag passes in parade, spectators should halt and if sitting rise and stand with uncovered heads
  B. National salute, one gun for every state
  C. Oral salute [See page 1.]

Write five questions that are answered in the outline. In class exchange papers.

Copying Questions and Writing Answers. Write answers to the five questions given to you by another pupil. Talk about the questions and answers in class.

185. **The Correct Use of Words.** Observe how the following words differ:

1. *Have* means "to possess." *Get* means "to acquire." It is absurd to say, "I have got a head." Why?

2. *An* is used before a word that has a vowel sound; as, "an ensign." *A* is used before a word that has a consonant sound; as, "a flag."

3. *Real* means "genuine"; as, "This flag is real silk." *Very* means "to a great degree"; as, "We had a very good time." (Not "real good time.")

4. *Between* is used in speaking of *two*, but *among* is used in speaking of more than two; as, "War was declared between the two nations, but soon all the countries were fighting among themselves."

5. *Bring* is used with the idea of "coming"; as, "Bring the paper when you come." *Take* is used with the idea of "going."

Writing Sentences. Fill in the correct forms:

1. —— old nation —— a flag, but —— new nation must —— one.
2. The boys divided the flags —— the class —— well.
3. —— England and America there should be —— harmony.
4. The boy scouts marched for —— hour and were —— tired.
5. The mother says, "—— your lunch to school." The teacher says, "—— your lunch."
6. They had a —— good time at the party.

186. **Writing a Letter.** Write a letter to your principal (*1*) asking permission to have a flag raising, and (*2*) telling about the names of the flag (outline, page 201).

Reminders. Think of these while you write:

Is your first sentence interesting? Make it so.
Do you stick to your subject? If not, what is unnecessary?
What new words can you use?

187. A Blackboard Class Outline. Rearrange the subtopics of the outline in section II so that related subtopics are grouped together. Make new heads for them.

Finding Information. Where should you look to find the dates for the subtopics in section II of the outline? Turn to the index at the end of a history book. How is it arranged? Look up the words you want. Turn to the front of the book and find the dates.

188. A Pronunciation Game. Accent these words right:

the'ater (not "the a'ter")	drowned' (not "drown'ded")
attacked' (not "attack'ted")	hori'zon (not "hor'izon")
ex'quisite (not "exquis'ite")	dessert' (not "des'sert")

A Talk to the Class. Report exactly what you did to find the holiday assigned to you. What did you learn?

189. Writing a Paragraph. Write section III of the outline as a paragraph. Which is the best idea with which to begin? Which is the best idea with which to end? Number the ideas in what you think is the best order.

190. Giving a Flag Program in a Class Period. Every one in class has a chance to take part.

RECITATION IN RELAY. *The Flag* (Page 6)	Two pupils
TALKS. *Flags of Different Nations Described*	The class
EXHIBIT OF FLAG PICTURES	The class
RECITATION IN RELAY. *A Song for our Flag* (Page 105)	Three pupils
PROCESSION TO THE SCHOOL YARD	The class
RAISING OF THE NATIONAL FLAG	A pupil
THE FLAG SALUTE	The class

PROJECT XL. A CLASS FIELD DAY (OR INDOOR MEET)

191. **Conversation.** Games teach fair play, initiative, courtesy, and independence. In Rochester, New York, on the fences of the playground these slogans are painted:

Self-control is help.
The fellow who needs watching is a slave.
Noise is no measure of brain.
Every fellow here has a right to help.
The good name of the school depends on you.
Better lose than cheat.
Try anyway!

Tell in your own words what these mean. Make up slogans for your school to use in sports.

Handwork. Make a poster announcing your Field Day.

Print the slogan on it. Draw an appropriate picture.

192. **Study of a Poem.** Here is a poem that describes a new kind of sport. Have you ever played it? How can you "shoot" something without a gun?

The Bloodless Sportsman

I go a-gunning, but take no gun,
I fish without a pole;
And I bag good game and catch such fish
As suit a sportsman's soul.
For the choicest game that the forest holds,
And the best fish of the brook
Are never brought down by a rifle shot,
And never are caught with a hook.

[2] The woods were made for the hunters of dreams;
The brooks for the fishers of song;
To the hunters who hunt for the gunless game,
The streams and the woods belong.
There are thoughts that moan from the soul of the pine,
And thoughts in a flower bell curled;
And the thoughts that are blown with the scent of the fern
Are as new and as old as the world.

[3] So, away for the hunt in the fern-scented wood,
Till the going down of the sun;
There is plenty of game still left in the woods
For the hunter who has no gun.
So, away for the fish by the moss-bordered brook
That flows through the velvety sod;
There are plenty of fish yet left in the stream
For the angler who has no rod.

SAM WALTER FOSS *

What is the most interesting thing that you ever saw in the woods? at a brook? What is the best picture of outdoor life you ever saw? What things do you like to do in the woods? How does a boy scout or a camp fire girl behave in the woods?

Copy the stanza that you like best.

193. **How Words Are Made.** You have learned on page 83 that many words have a beginning, a middle, and an end, called the *prefix*, the *root*, and the *suffix*. If you know the Latin and Greek words from which many of our English words have been formed, you can often tell the meaning of a new word. Look on page 83 for other prefixes, roots, and suffixes.

* From "Dreams in Homespun," copyrighted by Lothrop, Lee and Shepard Company.

Prefixes		
circum, around	*dia*, through	*trans*, across

Roots		
crat, power	*lingu*, tongue	*nom*, law, science of
cred, believe	*log*, word	*pater*, *patr*, father
dem, people	*magn*, large	*phil*, love
dict, word, speak	*mater*, *matr*, mother	*port*, carry
duc, *duct*, lead	*meter*, *metr*, measure	*scop*, sight
fer, bear	*mult*, many	*soph*, wisdom
ge, earth	*nav*, ship, sail	*the*, god

Finding Meanings of Words, or Derivation. By using the above chart find the meanings of the following:

democrat	theology	diameter	transport
conduct	paternal	credulous	navigate
transfer	multitude	maternal	philosopher
geology	linguist	magnitude	circumnavigate

194. **Conversation.** Name five outdoor games. Name five indoor games. How many persons are needed to play each game? Is any equipment needed? How is each game played? What do you like to do to have fun?

On the blackboard outline under *Indoor* and *Outdoor* all the games that the class suggest.

195. **A Pronunciation Game.** Write nine words beginning with *wh* on a checkerboard and pronounce them correctly.

A Talk to the Class. Tell how to play the indoor game that you like best. Vote for the most interesting.

A Reminder. Copy on the board:

Stick to your subject.
Tell things in the right order.

196. Writing a Letter. Write a business letter to a sporting goods house, asking for a catalogue. The best letter will be sent so that you can look at equipment for games.

A Sentence Match: Correct Forms. For directions see page 52.

(*a*) *breaks*, broke, has broken
(*b*) *throws*, threw, has thrown
(*c*) *hurts*, hurt, has hurt
(*d*) *chooses*, chose, has chosen
(*e*) *lies*, lay, has lain
(*f*) *lays*, laid, has laid

197. Conversation. The following account of a game played at one of the soldiers' training camps appeared in a newspaper:

THE GAME OF CRANES AND CROWS

To train the men in quick muscular response they play games, among them many of the games played in childhood, as leapfrog. The game of Cranes and Crows was new to me. The men who are the crows line up with their backs to the men who are the cranes. The sergeant in charge shouts "C-r-r-r-ane!" perhaps. As soon as the word is out, the cranes run after the crows. If the crows are caught, they must carry their captors around the field on their backs. If the sergeant shouts "Cr-r-r-row!" the cranes run, and the crows do the chasing. The game develops quick action because the first parts of the words "crane" and "crow" are made to sound alike and the last part of each is like a pistol shot.

Who play in this game? How do they line up to start the game? Tell exactly how the game is played. What makes the interest in the game? What is the good of the game?

Remember: In telling how something is played, or done, always give the chief things in the right order.

198. **Conversation.** Be ready to tell the class all the games you can think of to play outdoors. Decide which are your favorite games and tell reasons why you like these games. Copy the names on the board as they are suggested. Then try to strike out all but five of them by speaking of objectionable things about the games for use at recess. Give good points for the five games that are left.

199. **A Pronunciation Game.** Do not pronounce final *ow* as if it were "er." Say:

hollow (not "hollur" or "holluh")
bellow (not "beller")
tallow (not "taller")
follow (not "foller")
shadow (not "shadder")
widow (not "widder")

A Talk to the Class. Make a speech in favor of the game that you would like to play in the field-day games. In your speech try to persuade the class that your game is the best.

Vote for the game that appeals to you most since you have heard the speeches.

200. **A Class Field Day or Indoor Meet.** Play games in the school yard. Choose sides and see who win the most points. Appoint a committee to keep tally of winners.

A PLEDGE

I Pledge Allegiance to My Flag
and to the Language for which
it Stands — the English Lan-
guage, which I Pledge Myself to
Speak and to Write Correctly,
A Little Better Each Day

PART THREE

PROJECT XLI. FORMING A BETTER SPEECH CLUB

1. Where to Get Ideas. Sometimes boys and girls say that they have nothing about which to talk. There are thousands of ideas all about them, if they just know where to look. The world of ideas is like a big pie. The boy or the girl stands in the center ready to reach in and pull out a plum. Plums are the ideas.

In this picture of the idea pie each piece of pie stands for a different place to get ideas.

You get ideas for talking and writing from:

I. Talking with other people, or conversing.
II. Reading books, magazines, and newspapers.
III. Using your eyes, or observing.
IV. Experiencing things yourself.
V. Thinking about things, and forming opinions.

Conversation. Tell of three different people from whom you can get ideas by talking to them. Why are these persons good sources for ideas?

Be ready to tell where you can get ideas for the following:

(*a*) Lafayette's work during the Revolutionary War.
(*b*) How you felt at your first party.
(*c*) How you behaved when you were a baby.
(*d*) What birds you have in your back yard.
(*e*) Your own opinion of the last book you read.
(*f*) How a difficult word is pronounced.

A Blackboard Drawing and Questions. Draw the idea pie on the board. Divide it into five slices. Write on each slice a different way to get ideas. Use one word for each. In class make up ten questions to ask, two questions relating to each slice.

2. **Study of a Poem.** There can be no greater subject for a poem than our national flag. In the poem on the opposite page you will find that each stanza has a main thought. The first stanza speaks of the flag's history. The second stanza speaks of the mission of the flag. What is the main thought of the third stanza?

Remember: *A paragraph always has a main thought, or topic. A stanza of a poem always has a main thought.*

Read the poem again. What pictures of the flag does the poet describe in the first stanza? Quote the lines. Which lines in the third stanza describe the flag?

What "burdened ones of every race" have come to our shores?

Old Flag

[1] What shall I say to you, Old Flag?
You are so grand in every fold,
So linked with mighty deeds of old,
So steeped with blood where heroes fell,
So torn and pierced by shot and shell,
So calm, so still, so firm, so true,
My throat swells at the sight of you,
Old Flag.

[2] What is your mission now, Old Flag?
What but to set all people free,
To rid the world of misery,
To guard the right, avenge the wrong,
And gather in one joyful throng
Beneath your folds in close embrace
All burdened ones of every race,
Old Flag?

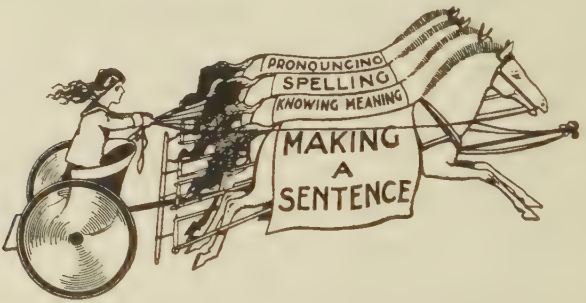
[3] Right nobly do you lead the way, Old Flag,
Your stars shine out for liberty.
Your white stripes stand for purity,
Your crimson claims that courage high
For honor's sake to fight and die.
Lead on against the alien shore!
We'll follow you e'en to Death's door,
Old Flag!

Hubbard Parker

Tell of a "mighty deed of old" in which the flag was present. How did our soldiers "fight and die for honor's sake" in the last war? What was the "alien shore" towards which the flag led us?

Which stanza do you like best? Why? Learn it.

3. **Using Words Right.** In order to use words right every boy or girl must gain a control which may be compared to the driving of four horses abreast. The following picture shows you what these four horses are. Notice how the girl driver has control over each horse.



Pronunciation is in speaking what spelling is in writing.

Remember: To use a word correctly means:

1. *To spell it correctly in writing.*
2. *To pronounce it correctly in speaking.*
3. *To know what it means.*
4. *To use it correctly in both speaking and writing.*

A Pronunciation Drill.* Copy on the board the first names of the pupils in the class and pronounce them carefully. Say *Henry* (not "Henery").

* See the footnote on page 107 for the use of games and drills.

A Talk to the Class. Come to the front of the room and talk about one of the following topics. Each pupil will speak.

1. How you felt at your first party.
2. How you behaved when you were a baby.
3. A bird in your back yard.
4. How the flag served during the last war.
5. Your favorite stanza in the poem "Old Flag."

4. The Proper Form of a Letter. Note the position of the different parts in the following letter. Be ready to tell what each part is called. Review pages 28 and 122.

_____, _____

_____, _____

Dear Girls and Boys:

We have started to school again at _____. There are _____ pupils in my class, _____ boys and _____ girls. Our teacher's name is _____. The principal of the school is _____.

How many pupils do you have in your school? Are you going to organize a speaking club like ours? I'll tell you more about ours in several weeks.

Sincerely your friend,

_____

Remember: A friendly letter has five parts: heading, salutation, body, complimentary close, and signature.

Copying a Letter. Fill in the blanks in the letter on page 215 with accurate information about your school, and copy it correctly.

5. **How to Write Thoughts Completely.** Look at the two sets of thoughts on this page. How do they differ?

(*a*)	(*b*)
1. Flowers bloom by the road.	4. best have the we class school in
2. Boys swim in the lake.	5. the was forest in lost Tom
3. Ned fell into the ditch.	6. snake Mary a saw path the in

The words on the left make sense. The words on the right are all mixed up, and do not make sense. Words must be put together properly to make complete thoughts. A *sentence* is a group of words that expresses a complete thought.

No thought is complete without something talked about, called the *subject;* and that which is said about the subject, called the *predicate.* In the sentences on the left *flowers*, *boys*, and *Ned* are the subjects; *bloom by the road*, *swim in the lake*, and *fell into the ditch* are the predicates.

Remember: A group of words expressing a complete thought is called a **sentence.**

Every sentence has two parts, called **subject** *and* **predicate.**

The **subject** *is the person, place, or thing talked about.*

The **predicate** *is what is said about the subject.*

On page 216 under (*b*), arrange the words as three sentences. Draw a vertical line between the subject and the predicate. Underline the subject with a waved line and the predicate with a straight line.

A Sentence Match. For directions, see page 34. Copy on the board the names of the winners.

6. Where Capitals are Used: Review. Be ready to tell why a capital letter is used in each of the following sentences. If you are in doubt, turn to the word *capitals* in the index at the end of the book to find the page where the rules are given.

1. Politeness is to do and say
   The kindest thing in the kindest way.
2. Halloween comes in October, I think.
3. Has Tom read *The Jungle Book?* I have.
4. The Lord is in His tabernacle.
5. The proverb says, "In union there is strength."
6. On Saturday we will go to Chicago.
7. Cardinal Mercier is a cardinal in the Catholic church.
8. Theodore Roosevelt was a Republican president.
9. The Sun laughed at the dancing leaves.
10. Dear Mary: [In a letter.]
11. Very truly yours [In a letter.]
12. Baltimore, Maryland [In a letter.]

A Blackboard Class Outline. Make an outline of the rules for capital letters.

7. Conversation. A Better Speech Club will help you in many ways to speak more correctly and more easily. Once a week when you have your talks you can turn the class into a club. Each pupil should speak.

Every club makes its constitution first. In your constitution you will have three paragraphs. The first will tell the purposes of the club; the second, the name of the club; the third, the officers and their duties.

What names can you suggest for the club?

How many and which officers do you suggest? Which should preside? Which should keep the minutes? What other duties are there in your club?

8. **A Humming Game.** To form good tone close the lips and hum *m-m-m.* Then open the mouth and continue humming.

A Talk to the Class. Tell the class which name you want for the club. Give your reasons. At the end of the period cast a ballot on paper for the name that you want.

9. **Organizing a Club.** Now that you have your name, you will decide in class which officers to have. Elect these officers to serve for the rest of the month. Make up a slogan, or motto.

Outline the constitution of the club under three main topics, the last subdivided. (See Lesson 7.)

Handwork. Make a poster announcing the name of the club and the slogan.

10. **Writing the Constitution.** Write the constitution in three paragraphs, according to the outline.

The best one will be placed on the classroom door.

PROJECT XLII. WRITING A BOOK ABOUT AMERICA

11. Writing a Book. During this half year, you will write a book for Buomo, a little African boy. It will be called "Descriptions and Stories of American Life." There will be six chapters written at different times.

Each chapter will give you an opportunity to see how you have improved. By the time you finish the sixth chapter you should be able to make 100 per cent in neatness, penmanship, spelling, grammar, and sentence writing.

Handwork. Make a booklet of nine sheets of paper. See page 87. Decorate the cover. Number the pages, but not the cover. Write on page 1 the title and your name. Write "Table of Contents" at the top of page 3.

12. Careful Writing. Exchange the written constitutions of your English club in class. When you look at this written composition, what do you notice first — the neatness of the paper, the handwriting, the spelling, the grammar, or the way sentences are written? Why?

Which papers are neat? Which papers have good handwriting?

Next, read through the constitution. Which papers have no misspelled words? Which have mistakes in grammar? Which have capitals and periods with each sentence?

Remember: *Watch your handwriting, spelling, grammar, and sentences when you write.*

A Letter by Dictation. Your teacher will copy on the board a letter to Buomo, telling him about your plan to make a little book about America. Look closely at this letter and be ready to write it correctly when your teacher rubs it off the board and dictates it. Write it on page 5 of your booklet.

13. Having a Plan. The author, Stewart Edward White, will be your guide in learning to write a book for Buomo. Here he describes a hunter's day in Africa.

DAILY LIFE OF A HUNTER IN AFRICA

[1] Every morning we arose one hour before day, and ate by lantern light and the gleam of fires. [2] At the first gray we were afoot and on the march. [3] With our gun bearers, we pushed ahead down the river. [4] After about six hours or so of marching, we picked out a good camp site. [5] By two o'clock camp was made. [6] Also it was very hot. [7] After a light lunch we stripped to the skin, lay on our cots underneath the mosquito canopies, and tried to doze or read. [8] The heat at this time of the day was blighting. [9] About four o'clock we strolled out to see what we could see. [10] The evening was tepid and beautiful. [11] Bathed and pajama-clad we lolled in our canvas chairs, smoking, chatting, or listening to the innumerable voices of the night. [12] Such was the simple and almost invariable routine of our days, but enriching it were the incredible incidents and adventures of African travel.

STEWART EDWARD WHITE: *African Camp Fires* (abridged)*

A writer forms a plan of what he wants to say before he starts to write. What different ideas did Stewart Edward White have in mind in writing this paragraph?

* By permission of Doubleday, Page and Company.

When did the hunters do their shooting? Why? What were the "voices of the night"? Which do you think is the most interesting sentence in this story? Why?

A Blackboard Class Outline. Outline the paragraph, giving the idea for each sentence. Number the topics in order. Which could be grouped together?

14. A Pronunciation Game. Open the mouth wider in pronouncing each successive word: *boon, bone, ball; bait, bat, bar, bawl.*

A Talk to the Class. Tell the class how a hunter in Africa spends a day.

15. Use of Punctuation. Be ready to tell why each punctuation mark is used where ∧ is inserted in the following sentences. If you are in doubt, turn to the index for the word *punctuation* and find the information in the front of the book.

1. The librarian asked∧ ∧Have you read Stewart Edward White∧s books on Africa∧ ∧
2. Mr∧ H∧ M∧ Stanley found Livingstone when he was lost in Africa∧
3. Yes∧ it∧s hotter in Africa than in New York∧
4. An African explorer∧s day is full of adventure∧
5. Africa is filled with queer scenes∧ fierce animals∧ and strange peoples∧
6. Mr∧ White∧ will you write another book about Africa∧
7. Dear Sir∧

   Please send me a copy of Stewart Edward White∧s ∧African Camp Fires∧ ∧
8. What a fright the lion gave us∧

16. Blackboard Sentences. Write fifteen sentences, each giving a different rule for punctuation marks; as,

A colon is used after the salutation of a business letter.

17. Conversation. What day should you like to describe for Buomo? How do you spend a school day? How do you spend a holiday? How do you spend a Saturday?

How does your father or mother spend the day? Which other people might have interesting days?

Outline in order the things you do on a school day.

A Word Game. *Antonyms* are words that mean opposites. A pupil in one aisle will make up a sentence with one of the following words. A pupil in another aisle will make up a sentence with its antonym:

hot	right	new	pretty	tall	lend
dry	empty	strong	long	coarse	this

(Games limited to five minutes and repeated at intervals.)

18. A Pronunciation Game. Write the following words on the points of a star and pronounce them carefully:

r*a*dish (not "redish")	pend*a*nt (not "pennant")
par*t*ner (not "pardner")	mem*o*ry (not "mem'ry")
su*r*prise (not "suprise")	vi*o*let (not "vi'let")

A Talk to the Class. Tell the class what you do on a school day. Use as title, "The School Day of an American Boy (or Girl)."

Who stood away from the desk? Who could be heard in the back of the room?

19. **Writing a Story.** See whether you can improve your outline of how you spend a school day. Is there anything that you want to add to it? Are the ideas in the right order?

Use the outline to guide you in writing the story. Write the title on the first line. Capitalize the chief words. Leave a blank line after the title.

Have a margin of an inch. Indent the paragraph.

A Grammar Game. ***This* and *That*.** Write in two columns twenty sets of antonyms. Go the rounds, pointing and saying, "*This* word is the antonym of *that* word."

20. **Correcting a Story.** Hold your paper before you and answer the following questions:

1. Is the paper clean and neat or careless?
2. Is the handwriting good or careless?
3. Is there a margin of about an inch?
4. Is the paragraph indented about an inch?
5. Are the chief words of the title capitalized?
6. Is any word misspelled? Which?
7. Does each sentence begin with a capital and end with a period? Enlarge the periods.
8. Did you follow your outline or did you omit something?
9. Did you tell things in the right order?
10. Can you improve any sentence by omitting a word? Strike it out.

Mark the corrections on the paper.

Writing a Criticism. Write ten sentences in which you answer the above questions about your paper.

Copying the Story. Copy the corrected story on page 7 of the booklet for Buomo.

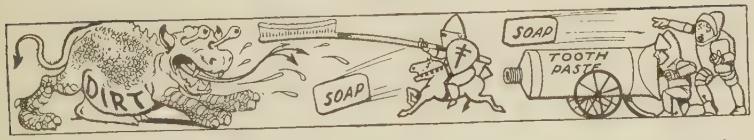
21. The Old Knighthood and the New: Modern Crusaders. Under the leadership of the National Tuberculosis Association more than 3,000,000 American boys and girls have become knights or crusaders through doing health chores.

Here are the pledges they must keep to become knights:

1. I will wash my hands before each meal to-day.
2. I will wash not only my face but my ears and neck, and I will clean my finger nails to-day.
3. I will try to-day to keep fingers, pencils, and everything that might be unclean out of my mouth and nose.
4. I will drink a glass of water before each meal and before going to bed, and will drink no tea, coffee, or other injurious drinks to-day.
5. I will brush my teeth thoroughly in the morning and in the evening to-day.
6. I will take ten or more slow deep breaths of fresh air to-day.
7. I will play outdoors or with windows open more than thirty minutes to-day.
8. I will try to sleep ten hours or more every night and keep my window open.
9. I will try to sit up and stand straight and to eat slowly.
10. I will try to-day to keep neat and cheerful constantly and to be helpful to others.
11. I will take a full bath at least once a week.

Why would the Red Cross and Tuberculosis societies want boys and girls to join this club? What things did the knights of old do to prove their strength and skill?

What are the unseen dragons that doctors and nurses fight to-day? How can boys and girls help to conquer



them? What happens when a disease dragon invades a community?

Tell why each chore is good. Tell why you would like to become a Health Crusader. Can you do the chores?

22. Finding Main Topics and Subtopics. A paragraph has a general topic, which it develops by giving further information about it. In *Chore 1* on page 224 the main topic is "washing the hands," and the subtopics, or details, are "to-day" and "before each meal." In making an outline the chief idea becomes the main topic and the details about it become subtopics.

I. Washing hands
  A. Each day
  B. Before meals

II. Washing face and hands
  A. .....
  B. .....
  C. .....

III. Keeping things from mouth and nose
  A. .....
  B. .....
  C. .....

IV. Drinking only water
  A. .....
  B. .....
  C. .....

V. Brushing teeth
  A. .....
  B. .....
  C. .....

VI. Breathing
  A. .....
  B. .....
  C. .....
  D. .....
  E. .....

VII. Playing
  A. .....
  B. .....
  C. .....

VIII. Sleeping
  A. .....
  B. .....
  C. .....

IX. Managing the body
  A. .....
  B. .....
  C. .....

X. Behaving
  A. .....
  B. .....
  C. .....

XI. Bathing
  A. .....
  B. .....

Remember: *Subtopics give details about main topics. They are marked differently and placed farther to the right.*

Complete the outline.

23. **A Breathing Game.** See page 111.

A Talk to the Class. Tell why you would like to join the Health Crusaders. Give reasons.

At the end of the period vote to see how many think the whole class should join the organization.

24. **Writing a Letter.** Turn to the model of a business letter, given on page 171, to see the proper form. Write a letter to the National Tuberculosis Association, New York, asking them to tell you what to do to join the Health Crusaders. Tell why you want to join.

Make an envelope and address it. Fold the letter and place it in the envelope. The best letter will be sent.

A Sentence Match. See page 52.

(*a*) *draw*, drew, have drawn
(*b*) *draws*, drew, has drawn
(*c*) *eat*, ate, have eaten
(*d*) *eats*, ate, has eaten

25. **Nouns, the Words that Name.** In the following sentences tell what each italicized word does:

1. *Arthur* is a *Health Crusader*. He keeps the *pledge*.
2. *Charles* uses his *toothbrush* twice a day.
3. *Tom* lives in the *country* and has no real *bathtub*, but he bathes in a *washtub* in the *woodshed*.
4. *William* can never hear the *bird* sing because he is deaf.
5. *Helen Keller* cannot see the *flowers* because she is blind.
6. *Grace* cannot smell the *rose* because she has a cold.
7. *Jean's fingers* are smeared with *molasses*.
8. *Ned's medicine* tasted bitter.

The italicized words name something and are called *nouns*.

Remember: *A noun is a word that names something.*

26. Using the Senses. A Health Crusader keeps his eyes, ears, nose, mouth, and hands clean, because then they can do their work well. Here is a conversation in which a man who could see tried to describe something to a man who was born blind. Why could not the blind man understand?

THE BLIND MAN AND THE MILK*

[1] A man born blind asked a seeing man, "What color is milk?"

[2] The seeing man said, "The color of milk is the same as that of white paper."

[3] The blind man asked, "Does it rustle in your hands like paper?"

[4] The seeing man said, "No, it is as white as white flour."

[5] The blind man asked, "Is it as soft and as powdery as flour?"

[6] The seeing man said, "It is simply as white as a white hare."

[7] The blind man said, "Is it as fluffy and soft as a hare?"

[8] The seeing man said, "No, it is as white as snow."

[9] The blind man asked, "Is it as cold as snow?"

[10] And no matter how many examples the seeing man gave, the blind man was unable to understand what the white color of milk was like.

LEO N. TOLSTOY, a Russian Writer

How could the nose, the ear, and the tongue be used in describing milk?

What do your eyes, tongue, ear, nose, and hand tell you about a rose, a lemon, a leak in the gas pipe, a bee?

* From the Cabinet edition of Tolstoy's Complete Works. Used by permission of the Page Company.

27. **The Divided Quotation.** How do the following differ?

(*a*) The seeing man said, "The color of milk is the same as that of white paper."

(*b*) "The color of milk," said the seeing man, "is the same as that of white paper."

A quotation may be written entire or it may be broken by putting words like "said he" between.

Remember: *The words that come between the two parts of a quotation are set off by commas. Both parts of the quotation must have quotation marks.*

Your teacher will dictate the dialogue on page 227. She will make four of the remarks divided quotations.

28. **Playing a Dialogue.** Let pupils in pairs act out the dialogue of "The Blind Man and the Milk."

29. **A Pronunciation Game.** Write on the board five words ending in *ing*. Apply them to health; as, *breathing*. Move one space to the right and pronounce them.

A Talk to the Class. (*a*) Tell the class who you think has a harder time to get along — a blind man or a deaf man, or (*b*) tell how to take care of the eyes and the ears.

30. **A Written Exercise.** Make up sentences about Health Crusaders, using the following homonyms:

right	knight	hours	I	choose	eight	week	there
write	night	ours	eye	chews	ate	weak	their

Handwork. Make a poster for the Health Crusaders. Copy the eleven chores. Draw an appropriate illustration.

31. **Being Definite in Letters.** In writing to Buomo, the African boy, you might want to tell, first, about the Health Crusade. Then you might wish to explain what your class has done in regard to it. Then you might want to close your letter by suggesting that Buomo should join the club, too. To stand out definitely, these three topics should be in different paragraphs.

Remember: Put different topics in separate paragraphs.

Writing a Letter. Write a letter to Buomo about the three topics described above on this page. Put it on page 9 of your booklet.

32. **Comparing One Thing to Another.** Read the following:

THE MANGO TREE

[1] Besides furnishing one of the most delicious tropical fruits, the mango is also one of the most beautiful of trees. [2] It is tall and spreads very wide. [3] Its branches sweep to within ten feet of the ground. [4] Its perfect symmetry combined with the size and deep green of its leaves causes it to resemble, from a short distance, a beautiful green hill. [5] Beneath its umbrella one finds dense shade, so that one can lie beneath it in full confidence. [6] Even a single ray of this tropical sunlight is to the unprotected a very dangerous thing. [7] The leaves of the mango have a peculiarity which distinguishes it from all other trees. [8] The leaves grow only at the very ends of the small twigs and branches. [9] As these grow only at the ends of the big limbs, it follows that, from beneath, the mango looks like a lofty green dome.

STEWART EDWARD WHITE: *African Camp Fires* (abridged) *

* By permission of Doubleday, Page and Company.

Which sentences describe the general form of the tree? Outline on the board four important things about the general form of the mango tree. Which sentences describe the foliage? Find and outline five statements about the foliage. These nine points will be subtopics. Your outline will be like this:

I. General form.	II. Foliage.
A.	*A.*
B.	*B.*
C.	*C.*
D.	*D.*
	E.

To what three things does Stewart Edward White compare the mango tree? Are these things familiar to you? Do they help you to see the mango tree? Why?

What do you think is the most interesting thing about this tree?

Remember: In describing something unknown to the reader, we can make it plainer by comparing it to something that he knows.

33. **The Plan of a Description.** The description of the mango tree is built around three good comparisons: (*1*) to a green hill, when viewing the tree from a distance, (*2*) to an umbrella, when standing under the tree, and (*3*) to a "lofty green dome," when looking up into the tree.

To bring out these comparisons the writer speaks first of the general form of the tree (four things) and next of the foliage (five things).

A Blackboard Class Outline. Make an outline of all the thoughts in the paragraph on page 229.

Elm
Maple
Poplar
Willow
Beech
Birch
Cottonwood
Catalpa
Sycamore
Locust
Hickory
Dogwood
Tulip tree
Hemlock
Magnolia
Butternut
Pecan
Filbert
Walnut
Chestnut

34. Trees of America. The poet Joyce Kilmer once wrote:

Poems are made by fools like me,
But only God can make a tree!

On this page are given the names of American trees. Which do you think is our most valuable fruit tree? shade tree? forest tree? Describe them.

Which tree should you like to describe for Buomo, the African boy? To what things can you compare these trees?

A Blackboard Class Outline. In class select a tree. Make an outline of it, using the same heads: *I. General Form* and *II. Foliage.* Compare the tree to something well known.

35. A Pronunciation Game. Sound both syllables: *cruel, jewel, vowel, trowel, fuel, duel.*

A Talk to the Class. Tell the class about the tree you have outlined.

Apple
Peach
Plum
Pear
Cherry
Quince
Apricot
Persimmon
Banana
Orange
Lemon
Grapefruit
Pine
Cedar
Oak
Ash
Juniper
Spruce
Redwood
Sequoia

36. Proper and Common Nouns. As you have learned, the italicized words in the following sentences are naming words, or nouns. Which of these name special persons or places? Which of these are used with a number of the same kind?

1. *Pershing* planted a *tree* in *Washington.*
2. The *tree* will drink through its *roots.*
3. There is an *elm* named for *Washington.*
4. The *elm* has spreading *branches.*
5. *George* cut down a small *tree* for *firewood.*
6. The *fire* did not burn because the *wood* was green.

"Washington" means a special man or a special city. Such a word is called a *proper noun.*

"Elm" means a tree, of which there are thousands. Such a word is called a *common noun.*

Remember: Nouns are of two kinds: **proper** *and* **common.**

Proper nouns name special persons or places. They are begun with capitals.

Common nouns name something of which there are many of the same kind.

Correcting Sentences. Copy the following sentences correctly, capitalizing the proper nouns. Underline the common nouns.

1. edna, grace, and alice went to the woods.
2. In london there is a park where beautiful trees may be seen.
3. theodore roosevelt believed in protecting the forests.
4. golden gate park has some beautiful scenes.
5. In the city of new york is our largest museum.
6. buomo likes to read the book about america.

37. **Use of the Dictionary.** The dictionary is one of the most valuable books you have in school. It is a "first aid" in writing compositions. It tells you nearly everything you may want to know about words.

Buomo wanted to learn how to read your booklets with understanding, so he asked the American missionary to buy him "an American word book." The missionary bought an English dictionary. Why did he do that?

The dictionary tells you how a word is *spelled* and *pronounced*. It tells you how it may be *used in sentences*. It gives the word from which it came, or the *derivation*. It tells you the various *meanings* of the word.

The Derivation of Words. You have learned that *derivation* is the forming of words. Note the following roots:

ann, year	*cycl*, circle	*plut*, rich
aster, *astr*, star	*mis*, wrong, ill	*polis*, city
aud, hear	*mon*, alone, one	*polit*, citizen
bene, good, well	*ocul*, eye	*quadr*, four
bi, life	*opt*, sight	*sol*, alone
bi, *bis*, two	*pan*, all	*stell*, star
cent, hundred	*physi*, nature	*zo*, animal

Finding Meanings of Words. By using the above chart and those on pages 83 and 207, find the meanings of the following words:

annual	bicycle	monotonous	plutocrat
astronomy	biped	oculist	politics
audible	century	optician	quadruped
benediction	misspell	Pan-American	solitary
biology	mistreat	physical	zoölogy

38. **Writing a Descriptive Paragraph.** Look over the outline from which you gave your talk. Are there any changes you can make to improve it? Write a description of the tree. Make it one paragraph.

Correcting a Paragraph. In class exchange papers and consider:

1. Neatness of paper: good, fair, poor.
2. Handwriting: good, fair, poor.
3. Margin. On the left-hand side, about one inch.
4. Indention. One inch at the beginning of the paragraph.
5. Following the outline. Was any point omitted? Was anything put in that was not in the outline?
6. The way sentences begin and end. Enlarge the periods.
7. The comparison in the description. Was it good, fair, or poor?

39. **A Pronunciation Game.** Write the following words on the spaces of a checkerboard, and pronounce them up and down, across, and diagonally. Observe that *ch* has the hard sound of *k*.

*ch*orus	*ch*aracter	ar*ch*itecture
e*ch*o	stoma*ch*	ar*ch*angel
epo*ch*	ar*ch*itect	*ch*emistry

A Talk to the Class. Report your opinion of the paper you examined. Follow the seven points given above. Do not tell whose paper it is.

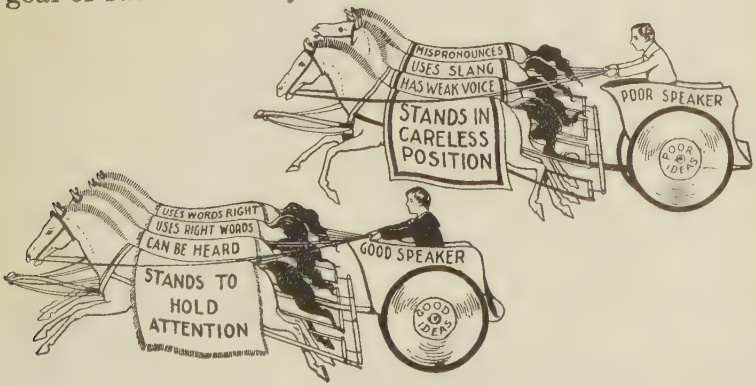
40. **Copying the Paragraph.** On page 11 of the booklet copy your description of an American tree.

Read the descriptions aloud.

41. What Good Speech Means. We have learned that a boy or a girl can hold attention best if he has ideas and knows how to express them well. Here are pictures that show what happens when a boy or a girl starts out in life. Each has his own speech chariot to drive towards its goal.

Here are two boys driving their speech chariots. A chariot without wheels could not run. A talk without ideas would not impress a listener. But a chariot with good wheels cannot reach its goal unless there are good steeds to pull it there.

Here are pictured two boys, John, the poor speaker, and Alfred, the good speaker, each driving four horses abreast. Each boy manages the four horses at once all the time. Which chariot do you think will reach the goal of success? Why?



Making an Outline. Make an outline showing what these two pictures mean. Use the wording of the pictures.

42. **Using Words Right.** Which of the following sentences is spoken better? Why?

Tom is going to be punished for being mis'chievous.
Tom is goin' ter be punished fer bein' mischiev'ous.

Every word must be accented on some syllable, so you must watch that you accent the word on the right syllable. For instance, *mischievous* is accented on the first syllable, not on the second.

In some words certain letters are not sounded at all, because they are silent; but in other words all the letters should be carefully sounded. Syllables should not be run together. Running words together — as you do when you say "Whatchergointerdo?" — is as bad as wearing smeared or rumpled clothing. So "Don't mumble your words!"

Remember: *Play fair with words. Pronounce them right. Spell them right.*

The careful speaker knows the meaning of a word and uses the exact word to express his idea. The word *lend*, for instance, means to "give somebody else the use of something." The word *borrow* means to "get the use of something from somebody." The library *lends* you a book. You *borrow* the book.

Remember: *Use the right word for your idea.*

A Pronunciation Match. The teacher will copy on the board a long list of words often mispronounced, each word numbered. Two leaders will be appointed to draw sides. The teacher will announce the words by number.

43. The Correct Use of Words. 1. The words *empire* and *umpire* are sometimes confused because of mispronunciation of the first syllable. A man is *umpire* of a baseball game. England has a great *empire.*

2. *To spill* means "to empty accidentally," the contents flowing out. *To empty* means "to get rid of the contents intentionally." Do not use *empty* for *flow.* Say "The Hudson flows (not "empties") into the Atlantic."

3. People sometimes carelessly say "haf to" for "*have* to," or "must of" for "must *have.*"

4. *Grand*, *great*, and *awful* should not be applied to insignificant things. *Nice* and *fine* should be used only where discrimination is to be shown. Do not use these words in speaking of dinner, weather, or picnics.

A Sentence Match. Two leaders will be appointed to draw for sides. The teacher will give out one of the above words and the first pupil who uses it in a sentence with the right meaning scores for his side.

44. Two Uses of Nouns. In the following sentences nouns are used in two ways: (*1*) five nouns are "talked about" and (*2*) one noun is "talked to." Find them.

1. Hushaby, baby, thy cradle is green.
2. Father's a nobleman.
3. Mother's a queen.
4. Sister's a lady and wears a gold ring.
5. Brother's a drummer and drums for the king.

As you have learned, the words "talked about" are subjects of sentences.

The baby is "talked to." Therefore the word "baby" is called a *noun of address*. It does not belong to either the subject or the predicate and is used independently.

Remember: A noun of address is always set off from the rest of the sentence by commas.

Conversation. What kind of expressions would a gentleman and a lady avoid? Tell one rude thing that they would not do. Tell three courtesies that boy scouts and camp-fire girls try to observe. Tell about one polite (or impolite) act you have seen. Turn to the Talk given below and choose one of the topics.

Copy the five sentences on page 237 as a four-lined stanza.

☆ 45. **An Enunciation Game.** Sound the long vowels (-) in the words and separately:

pāle ēve īce ōld ūse

A Talk to the Class. Tell about the most polite (or rude) act you ever saw. Choose one of the following:

1. On the street.
2. In an elevator.
3. In a theater.
4. In a dining room.
5. In a home.
6. In church.
7. In a store.
8. On the playground.
9. In an office.
10. In school.
11. On a train.
12. On a street car.

46. **Better Speech Jingles and Slogans.** See whether you can find in this project several sentences that will serve as good speech slogans. Talk about the worst mistakes made by different members of the class. What are the right forms?

Making Slogans and Jingles. Copy on the board all the slogans the class can think of; as, for slang, "Always be ready with your Sunday suit." Vote for the best. Compose in class a stanza, or jingle, about bad grammar.

47. **Standard Words Versus Slang.** The following fable is about two young trees. One was destined to live a thousand years and do a great work in the world. The other lived but a short time and then passed into decay. Which tree should you rather be?

THE LARCH TREE AND THE OAK

[1] "Of what use are you?" said a young Larch Tree to a young Oak. [2] "I grow three feet in a year, you scarcely so many inches. [3] I am straight and taper as a reed. [4] You are straggling and twisted as a loosened withe."

[5] "And your duration," answered the Oak, "is some third part of a man's life; but I am appointed to flourish for a thousand years. [6] You are felled and sawed into palings, where you rot and are burned after a single summer. [7] Of me are fashioned battleships. [8] I carry mariners and heroes into unknown seas."

THOMAS CARLYLE

The words that are built into the great masterpieces of literature are the standard words which, like the Oak of the fable, are destined to live a thousand years. Slang words, like the Larch, grow fast when they spring up, flourish popularly for a short season and then die. Which words are more valuable for us to learn to use, then, the standard words forever good or the slang words popular but for a season?

Remember: Learn to use the standard words. Avoid slang.

Why is it unwise to form the habit of using slang? Which is better to use when you are interviewed for a position — slang or words in good standing? Why? Tell some words that you should avoid.

48. **A Pronunciation Game.** Write the following words on two ladders. Sound the *h* first, as if blowing a feather (hwō).

*wh*oa	*wh*at	*wh*ine	*wh*eat	*wh*irled
*wh*et	*wh*eel	*wh*ence	*wh*inny	*wh*ether

A Talk to the Class. Tell the class five standard expressions that are better to use than slang.

49. **Making and Copying a Class Fable.** Using the fable about the Oak and the Larch as a model, make up a conversation between a slang expression and a standard expression that means the same thing. The class will offer suggestions, and the best ones will be chosen.

Copy the Fable of Slang you have just composed, as the teacher dictates it.

50. **Handwork.** Make a "Better Speech" poster. Print in large letters "Do You Say." Below write the correct forms of expressions that are often used wrongly.

DO YOU SAY
RIGHT: brothers-in-law
WRONG: brother-in-laws
RIGHT: *beside* the barn
WRONG: alongside of the barn
RIGHT: some *kind of* dog
WRONG: some kind of a dog
RIGHT: *that* kind; *this* kind
WRONG: those kind; these kind

Writing a Letter. Write a business letter to the editor of a local paper, inclosing the best copy of your Better Speech slogans, jingles, and fable.

51. Making an Outline. Buomo wants to hear what your class has done in its "Good Speech Drive." Before you write you should know definitely what you want to say or else you will wander off the subject.

The best plan is to make a brief outline of the points. Turn back to pages 235 to 240 and decide which things you will speak of. Write these down in an outline as the main topics.

Decide what you want to say about each main topic. Write these in the outline as subtopics. Look on page 225 for a model outline.

Writing a Letter. On page 13 of your booklet write a letter to Buomo. Follow the outline. Tell him about your slogans, jingles, and fable. Make this the best letter you have written to Buomo.

52. Singular and Plural in Nouns. The following African proverbs Buomo has sent to you to read. In each sentence there is an italicized noun. Which of these nouns mean "one" and which mean "more than one"? Write them on the board.

1. It is not always wise to call in a third person to settle *disputes*.
2. Sometimes a big *noise* is taken for the truth.
3. A big *voice* sometimes makes the *coward* seem bold.
4. Greediness snaps at so many *things* that it often loses them all.
5. Sometimes we are punished for harmful *deeds* which we innocently commit.

These nouns fall into two groups:

noise (noise*s*)	dispute*s* (dispute)
coward (coward*s*)	thing*s* (thing)
voice (voice*s*)	deed*s* (deed)

Words meaning "one," as "noise," are called *singular*. Words meaning "more than one," as "noises," are called *plural*. Some plurals are formed by adding *s* or *es*.

Remember: *Use the right ending for the plural.*

Write the plurals of *ape*, *buffalo*, *elephant*, *hyena*, *jackal*, *kangaroo*, *leopard*, *tiger*. Underline the plural ending.

Dictation. Copy on page 15 of your booklet ten American proverbs, as Franklin's.

53. **A Brief Paragraph of Explanation.** Copy a proverb on page 241 as the first sentence of a paragraph. Complete the paragraph by explaining the proverb in other words.

Read the paragraphs aloud in class.

54. **Making a Fable.** The African boys and girls have fables to illustrate the meanings of the proverbs on page 241:

Proverb 1: The Cat, the Rat, and the Fox
Proverb 2: The Rabbit and the Other Animals
Proverb 3: The Jackal and the Leopard
Proverb 4: The Wolf and His Two Dinners
Proverb 5: The Rabbit and the Elephant

Making Blackboard Class Outlines. Copy each title on the board in a separate space. Write under each title, as the first sentence of a story, the proverb on page 241 that corresponds with the number of the fable.

Talk about how the different animals could help to make a story. Outline on the board happenings for each story.

55. **A Humming Game.** Close the lips and hum *m* softly. Then open the lips and continue humming.

A Talk to the Class. Select one of the fables you have outlined. Tell it to the class.

56. **Telling a Personal Experience.** Stewart Edward White had some exciting personal experiences in Africa. Here he tells you about one of them.

My First Lion

We made perhaps another fifty feet. We were ascending a very gentle slope. F. was for the moment ahead. Right before us the lion growled. It was a deep rumbling like the end of a great thunder roll, fathoms and fathoms deep, with the inner subterranean vibrations of a heavy train of cars passing a man inside a sealed building. At the same moment over F.'s shoulder I saw a huge yellow head rise up. The round eyes flashed anger, the small black-tipped ears were laid back, the great fangs were snarling. The beast was not over twelve feet distant. F. immediately fired. His shot, hitting an intervening twig, went wild. With the utmost coolness he immediately pulled the other trigger of his double barrel. The cartridge snapped. "If you will kindly stoop down —" said I, in what I now remember to be rather an exaggeratedly polite tone. As F.'s head disappeared, I placed the little gold bead of my 405 Winchester where I thought it would do the most good, and pulled the trigger. The lion rolled over dead. "Good!" said F.; "I congratulate you on your first lion."

Stewart Edward White: *The Land of Footprints* (abridged)*

*By permission of Doubleday, Page and Company.

How does Stewart Edward White begin and end this story? Which are the most exciting sentences? Read the sentences aloud to see what each adds to the story.

Remember: *Every account of a happening has a beginning, a middle, and an end.*

Every sentence in a story must tell something about the story.

Make a blackboard class outline. Outline the events of the story by Stewart Edward White under three main heads: I. *Beginning;* II. *Middle;* and III. *End.*

57. Outlining a Personal Experience. Talk about the things that might happen to make good stories for the following. Outline one of them about your own experiences.

1. Why you were tardy.
2. A narrow escape.
3. Your most exciting trip.
4. How you won the game.
5. A funny mix-up.
6. How you earned your first dollar.

Finding Words in the Dictionary. Look at the top of page 236 in Webster's "New International Dictionary":

blaze	236	blended

The word on the left names the first word on the page. The word on the right names the last word. This page, then, contains all the words that are alphabetically arranged between *blaze* and *blended*. The word *bled* would come on this page because *ble* follows *bla*, and *bled* would come before *blen*.

Remember: *Locate a word in the dictionary first by the initial letter guide. Then locate it on the page by finding at the top of the page the letters with which it begins.*

58. The Subject Substantive. In the following sentences pick out the chief words that are talked about:

1. The lion in the jungle roared.
2. The size of the beast was great.

In the first sentence "lion," which is the chief word talked about, is called the *subject substantive.* What is the subject substantive in the second sentence?

Remember: The chief word of the subject is called the ***subject substantive.***

Find the subject substantives in the selection on page 243 or in sentences the teacher will dictate.

✡ **59. A Pronunciation Game.** Write on a star:

choc*o*late (not "choc'late")	champ*i*on (not "champeen")
acc*u*rate (not "akerate")	pen*n*ant (not "pendant")
pum*p*kin (not "punkin")	th*a*n (not "then")

A Talk to the Class. Tell the class the story that you have outlined.

60. Writing a Narrative Paragraph. Write as a paragraph the talk you have given. Use as title "An American Boy's (or Girl's) Experience."

Correct your paragraph in class. Ask yourself the following questions about your own paper:

1. Is the handwriting as good as possible?
2. Are the chief words of the title capitalized?
3. Is the paragraph indented? Is a proper margin observed?
4. Are any of the words misspelled?
5. Is each sentence as good as you can make it?

Copy the corrected story on page 17 of the booklet about America.

61. Conversation. Where is the funniest thing in the following poem?

FRANKLIN'S WIT

[1] Franklin, one night, cold and wet to his skin,
Stops on his journey at a public inn.
Much pleased, he sees the kindling flames arise,
But, luckless sage, perceives with distant eyes
A motley crowd monopolize the heat,
Each firm upon his chair, maintain his seat.

[2] "Ho!" cries the doctor, never at a loss,
"Landlord, a peck of oysters for my horse."
"Your horse eat oysters?" cries the wondering host.
"Give him a peck, you'll see they won't be lost."
The crowd, astonished, rush into the stall:
"A horse eat oysters — what, with shells and all?"

[3] Meanwhile our traveler, as the rest retire,
Picks the best seat at the deserted fire,
A place convenient for the cunning elf
To roast his oysters and to warm himself.
The host returns — "Your horse won't eat them, sir."
"Won't eat good oysters! He's a simple cur!
I know who will," he says in merry mood.
"Hand them to me, a horse can't know what's good!"

How did Franklin use his quick wit? Show that the crowd was curious and unthinking. How do you think the people felt when Franklin ate the oysters?

Read the poem aloud to bring out the fun.

Handwork. You will make a joke book to send to the children in a hospital. Take five sheets of paper, size

8 inches by 11½ inches. Drawing paper may be used as the cover instead of the fifth sheet. See page 87.

62. **Making a Play of a Poem.** Where did this story take place? Who are the people in it? Make up names for six people in the crowd about the fire. Make up a name for the innkeeper, or host. Make up a name for the inn. In writing the play, put the names of the speakers in the margin of the paper, to make them stand out well. Put in parenthesis ( ) and underline whatever the people in the play do or feel, to make it stand out from the speeches.

TITLE.....[Fill in].....

Characters, or Persons of the Play

.....[Fill in].....	.....[Fill in].....
.....[Fill in].....	.....[Fill in].....
.....[Fill in].....	.....[Fill in].....
.....[Fill in].....	.....[Fill in].....

The Scene, or Place.....[Fill in].....

(*Enter*.....Who? Did what?.....)

FRANKLIN. Said what?
HOST. (How?) Said what?
FRANKLIN. Said what?
(*The crowd*.....Did what?)
HOST (*going after crowd*). Said what?
(*Franklin*.....Did what?)
HOST (*returning*). Said what?
FRANKLIN. (How?) Said what? Did what?

Writing and Acting a Play. Copy the play in the Joke Book on page 5. Fill in all the speeches. Fill in actions

and feelings. Play the story in the classroom several times, using your own words.

63. Pronouns. Which of these sentences sounds better?

1. Franklin said that Franklin was cold.
2. Franklin said that he was cold.

It sounds very awkward to repeat the word "Franklin" in the first sentence. What word is substituted for it in the second sentence? A word that is used to stand for another word is called a *pronoun*. "He" is a pronoun.

The most important pronouns are:

I	you	he	she	it	we	they	who	which
mine	yours	his	hers		ours	theirs	whom	that
me		him	her		us	them		what

Point out the pronouns in the story on page 243.

Remember: *A pronoun stands for a noun.*

64. The Pronoun and its Antecedent. The following joke is a puzzle. See whether you can solve it.

[1] A man entering a street car tendered the conductor a dollar bill in payment of his five-cent fare. [2] "I'm sorry," said the conductor, "but I cannot change a dollar bill." [3] "Well, I'm sorry," said the passenger, "for I have nothing else except a five-dollar bill." [4] "Oh, I can change that all right," said the conductor, and forthwith counted out to the passenger four dollars and ninety-five cents. [5] Now why could he not change the dollar bill? [6] That is a question that has puzzled many people, but it is true that he could not.

The Youth's Companion

Notice where *I* is used in this story? For whom does *I* stand in each case? You have learned that the word that stands for a noun is called a pronoun. At one place the *I* stands for the conductor; at another place, for the passenger. Find these places.

Remember: *The word for which a pronoun stands is called its* ***antecedent.***

What are the antecedents of *they*, *we*, *us*, *he*, and *it* in the stories on pages 248 and 249?

Copying. Copy this puzzle joke on page 7 of your Joke Book, making each sentence which gives a speech a separate paragraph. How many paragraphs will there be?

65. How Conversation Is Written. When there is an extended conversation, in which several persons talk back and forth, we usually make the speeches separate paragraphs.

Who are talking in the following paragraph? Read the speeches without the explanatory matter. What is funny in this joke?

A Joke on the Boys

[1] Some of Darwin's boy friends once plotted a surprise for the naturalist. They slew a centipede, glued on it a beetle's head, and also added to its body the wings of a butterfly and the long legs of a grasshopper. Then they put the new insect in a box and knocked at the great man's door.

[2] "We found this in the fields," they cried with eager voices. "Do tell us what it can be."

[3] Darwin looked at the strange compound and then at the boys' innocent faces. "Did it hum when you caught it?" he asked.

"Oh yes, sir," they answered quickly, nudging each other, "it hummed like anything."

[5] "Then," said the philosopher, "it is a humbug."

Remember: *In conversation each separate speech is usually indented and written with quotation marks.*

Copy "A Joke on the Boys" on page 9 of your Joke Book, as the teacher dictates it. How many paragraphs will there be? Why?

A Grammar Game. Imagine yourself or a classmate to be an animal at the zoo. Go the rounds telling what you or he would be like; as, "If *I were* a giraffe, I'd have a long neck." "If *he were* a monkey, he'd live in a tree." Do not say, "If I was."

66. An Enunciation Game. Practice the following tongue twisters:

1. She uttered a sharp, shrill shriek.
2. Susan ceased shining shoes, for she shirked shoe shining.

A Talk to the Class. Retell Darwin's joke on the boys; or tell how the conductor made change; or tell another good joke that you have read or heard.

67. Words Misused. Tell why the following joke is funny:

"May I take you apart for a moment?" said one gentleman to another, to whom he desired to speak in private.

"Certainly, sir, if you will promise to put me together again," was the reply.

The first speaker should have used the word *aside*.

The following words can be mixed up in absurd ways if people do not understand what they mean:

1. *To accept* means "to receive" or "to take." *To except* means "to exclude" or "to omit." You *accept* (not "except") an invitation.

2. *To let* means "to allow" and is used in asking permission. *To leave* means "to depart." Say "Let me go," because you are asking permission. Do not say "Leave me go."

Make up ten sentences in which you use these four words correctly.

Conversation. A joke, like a story, always has a beginning, a middle, and an end. The pictures on this page give the beginning and the middle of a joke.

In the first picture the people think that the man who is entering is a great pianist. In the second picture they are eagerly waiting to hear him play; but after he has struck a few notes they discover their mistake. (The tool bag will give you a clue.) You are to guess what the third picture will be like.

Who are represented in the first picture? What are they doing? How are they feeling? Make up a title for the joke.

How is the second picture different from the first?

68. **A Pronunciation Game.** Sound final *ing*. Here is a joke about *ing* that will make you see how important it is to sound it carefully:

[1] Two men were speaking of a certain family.
[2] "They made their money in steel 'n iron," said one.
[3] "Stealing iron?" queried his companion in amazement.
[4] "No. I said 'steel *and* iron'," was the quick reply.

A Talk to the Class. Tell how you think the joke in the pictures on page 251 turned out.

69. **Writing Out a Joke.** Outline your story under three main heads to stand for the three pictures, the two given on page 251 and the one that you have imagined. Write the joke as one paragraph. Use as title "You Never Can Tell." Copy the joke in the Joke Book.

70. **Writing a Business Letter.** Write in your Joke Book a business letter to the doctor in charge of the hospital, telling him that you are sending a Joke Book for the children. Make an envelope and address it. The best letter will be copied and sent with the best Joke Book.

Printing in the Booklet. Print your name and "Joke Book" on the front of your booklet. Print them on the title page (page 1). Draw a picture of a boy or girl laughing. On page 3 print the table of contents:

TABLE OF CONTENTS

	PAGE
"Franklin's Wit" as a Play	5
The Dollar Puzzle	7
"A Joke on the Boys" by Darwin	9
"You Never Can Tell"	11
A Letter to the Doctor at the Hospital	13

71. **The Better Speech Club.** How does a club differ from a party? How does a club meeting differ from a regular meeting of the class? Which pupils have presided? In what way is the club helping *you?*

The American missionary where Buomo lives asks you the following questions about your talks. Each pupil will answer for himself. Talk in class about the questions.

1. Do you speak each time you have talks in class?
2. Do you think beforehand about what you want to say?
3. Do you stand straight, away from the desk, and in good position?
4. Do you look squarely at the faces of the audience?
5. Do you speak loud enough to be heard?
6. Do you try to use the exact word for your idea?
7. Do you try to use new words?
8. Do you search for the best ideas to put into your talk?
9. Do you begin well, not with "why" or "and"?

72. **A Pronunciation Game.** Open the mouth wider for each successive word:

(*a*) fate fat far fall (*b*) Kate cat car call

A Talk to the Class. Tell how the Better Speech Club is helping you.

73. **Writing a Letter.** Write a letter to Buomo in your booklet, page 19. Tell him about your Better Speech Club.

(*a*) The Cape Buffalo

[1] The cape buffalo is one of the four dangerous kinds of African big game, of which the other three are the lion, the rhinoceros, and the elephant. [2] It is a huge beast, tremendous from any point of view, whether considered in height, in mass, or in power. [3] At the shoulder it stands from just under five feet to just under six feet in height. [4] It is short-legged, heavy-bodied, bullnecked, thick in every dimension. [5] In color it is black as to hair and slate gray as to skin, so that the individual impression depends on the thickness of the coat. [6] It wears its horns parted in the middle, sweeping smoothly away in the curves of two great bosses either side of the head. [7] A good trophy will measure in spread from forty inches to four feet. [8] Four men will be required to carry in the head alone. [9] As buffaloes when disturbed or suspicious have a habit of thrusting their noses up and forward, that position will cling to one's memory as the most typical of the species.

Stewart Edward White: *The Land of Footprints* (abridged) *

74. Size, Shape, Color, and Other Peculiarities in Description. Stewart Edward White draws two pictures of African animals by means of words. Here they are at the tops of these two pages. Read the two paragraphs aloud. Which of these two animals would make the better pet? Why? How do they differ in size, in shape, and in color? What other peculiarities does each have?

75. Making an Outline. Make an outline of each animal under the main heads of *size*, *shape*, *color*, and *other peculiarities*.

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(*b*) The Dik-dik

[1] Among the low brush at the edge of the river jungle dwelt also the dik-dik, the tiniest miniature of a deer you could possibly imagine. [2] His legs are lead-pencil size, he stands only about nine inches tall, he weighs from five to ten pounds; and yet he is a perfect little antelope, horns and all. [3] I used to see him singly or in pairs standing quite motionless and all but invisible in the shade of bushes, or leaping suddenly to his feet and scurrying away like mad through the dry grass. [4] His personal opinion of me was generally expressed in a loud clear whistle. [5] But then nobody in this strange country talks the language you would naturally expect him to talk! [6] Zebras bark, hyenas laugh, impallas grunt, ostriches boom like drums, leopards utter a plaintive sigh, hornbills cry like a stage child, bushbucks sound like a cross between a dog and a squawky toy — and so on. [7] There is only one safe rule for the novice in Africa: *never believe a word the jungle and veldt people tell you!*

Stewart Edward White: *The Land of Footprints* *

76. Verbs. Notice carefully the way the italicized words are used:

1. Hyenas *laugh.*
2. Zebras *bark.*
3. Hornbills *cry.*
4. This animal —— a buffalo.
5. That animal —— a dik-dik
6. A zebra —— here.
7. The dik-dik —— tiny.
8. The buffalo —— big.
9. The lion —— fierce.

What is the subject in each of these sentences? Which sentences tell something about the subject? Which sen-

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tences fail to tell something because the most important word is omitted?

In the first three sentences the words "laugh," "bark," and "cry" tell how the subject acts. They assert something about the subject. A word that tells something about the subject is called the *predicate verb.*

In the sentences from 4 to 9 the verbs are omitted, and so the sentences do not give complete thoughts. In the fourth sentence, for instance, we might have, "This animal *saw* a buffalo" or "This animal *was* a buffalo." Supply verbs in sentences 4 to 9.

These verbs, which tell something about the subject, often join another important word to the subject. Tell what these important words are in sentences 4 to 9.

Remember: A **predicate verb** *is a word that asserts something of the subject. It may give an action word or it may join something important to the subject.*

Find the predicate verbs in the selections on pages 254 and 255.

77. **Conversation.** Write on the board the names of animals that live in the mountains, on the plains, or in the water in America. Which of these are wild and dangerous? Which are tame? Talk about how each animal looks in size, shape, color, and other peculiarities.

Vote for the animal that you wish to describe for Buomo.

Making a Blackboard Class Outline. Outline for the animal you have chosen all that you think should be given to make Buomo see it.

78. **A Breathing Game.** Rise, and while the teacher counts five, slowly raise the arms and inhale. Lower the arms and exhale while she counts five. Repeat five times.

A Talk to the Class. Describe the American animal you have chosen. Compare it to something in Buomo's land.

79. **Writing a Description.** Write the description of the animal for which you have made the outline. Read again Stewart Edward White's descriptions. Try to use a sentence that shows that you too are observant.

Correcting a Descriptive Paragraph. In class hold your paper before you and consider the following questions:

1. Is the handwriting careless?
2. Is the title written in the middle of the first line? Are the chief words capitalized?
3. Is the paragraph indented? Is there a margin of an inch?
4. Enlarge the periods. Does each sentence have the subject properly expressed? Underline the subject of each sentence. How many sentences have you used? Number each as the sentences in Stewart Edward White's descriptions are numbered.
5. Is each word correctly spelled?
6. Have you followed your outline?
7. What did you bring in to show that you have observed or read about this animal?

Improve your paragraph by making corrections on the paper.

80. **Copying a Descriptive Paragraph.** On page 21 of your book about America copy the corrected paragraph. Make this the best paragraph you have done so far.

Read the descriptions aloud in class and vote for the best.

81. Difference between a *House* and a *Home*. The Arab has his home in the desert, and his home is a tent, not a house. A miserly man may live alone in a large house but it will never be a home. A *house* is a structure, fixed at one place. A *home* is a dwelling place, whether tent or house, where a family live. Tell about the most pleasant home you were ever in.

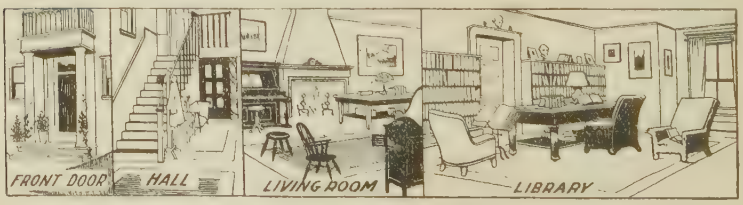
Here we have pictured the rooms in the kind of home that a successful business man might have for his family. There will be a father and a mother, a son and a daughter and a three-year-old child. Give them names. What might they like to do in these different rooms?

A comfortable home is a house in which there is enough room for the various daily acts to be done pleasantly. Look at the pictures across these two pages and tell where the family would keep things, receive friends, read and study, eat, prepare food, and heat the house.

82. Conversation. To which pictures do these two poems apply best?

(*a*) Kind hearts are gardens.
Kind thoughts are roots.
Kind words are blossoms.
Kind deeds are fruits.

(*b*) Seldom "can't,"
Seldom "don't,"
Never "shan't,"
Never "won't."



What tasks would boys and girls have a chance to do in the rooms pictured here? Where would they have a chance to show politeness and kindness? Find a definition of politeness on page 217. In which rooms would the family be together most often? Tell something you should not do in any one of these rooms.

Copy from dictation the stanzas on the other page.

83. **Writing a Paragraph of Information.** Make an outline of six polite things a boy scout or a camp-fire girl can do at home. Write a paragraph from the outline.

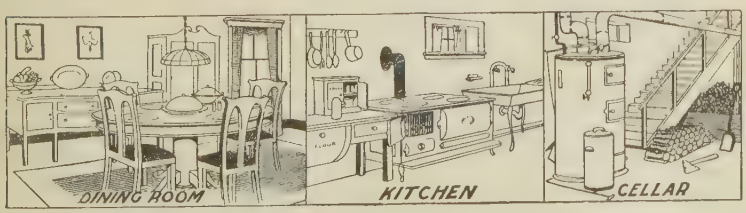
84. **Conversation.** Look closely at each picture on these pages. Write on the board things that would be found in each room. Which things are the hardest to keep clean? Why? What things are needed in each room to make it comfortable? Why? Where is the best place for the telephone? What things can people do without, if they must economize? Why?

Make a list of words from *home;* from *house.*

85. **A Pronunciation Game.** Sound *ch* like *tsh.*

*ch*in	*ch*ose	*ch*aff	flin*ch*	ar*ch*
mu*ch*	*ch*afe	*ch*urch	lun*ch*	*ch*ild

A Talk to the Class. Tell the class how to take care of one of the rooms on this page.



86. Conversation. Here you see pictured the private living rooms of the various members of the family. Which would be the hardest rooms to keep clean? Why? Which bedroom would be easiest to arrange each day? Why? What do you find in each room? What would be in the nursery?

What do you think the boy and the girl would like in their rooms? How do you have your room arranged at home? How should you like to have it?

✡ **87. A Pronunciation Game.** Give the right sounds:

forest (not "four-est")	piano (not "pie-anner")
Italian (not "eye-talian")	your (not "yore")
forehead (not "fourhead")	hoist (not "hīst")

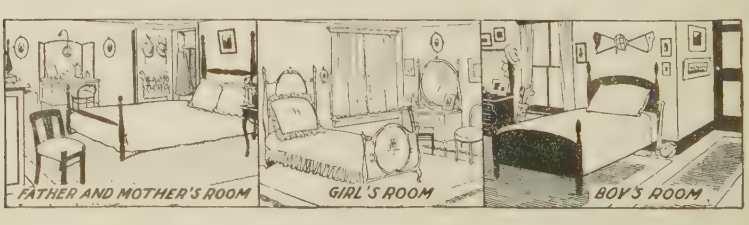
A Talk to the Class. Tell how you would like to have your bedroom furnished.

88. How to Ask a Question. You have learned that a question always closes with the interrogation mark. How do the following sentences differ?

Heard you the noise?
You *heard* the noise.

Remember: *In a statement the subject is usually placed before the action word, or verb.*

In a question the verb is usually placed first.



How do the following sentences differ? Which is the easier to say? Which do you hear more frequently?

Heard you the noise?
Did you *hear* the noise?

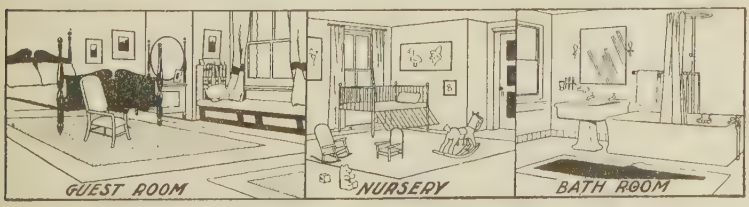
A verb may consist of more than one word. Here the two words *did hear* make the verb. A verb of more than one word is called a *verb phrase.*

***Remember:** A verb of more than one word is called a verb phrase.*

Ask questions, inserting names of members of the family as subjects:

1. Did practice her music lesson
2. Has gone to the cellar for coal
3. Is cooking vegetables for dinner
4. Have read that last story
5. Shall dust the piano in the living room
6. Where did put the broom

A Grammar Game: *May* and *Can.* *May* (not *can*) is used in asking permission. Let each pupil ask the teacher for permission to do something in this house. Try to make each request different.



89. **Writing a Business Letter.** Find out the name of a local real estate dealer. Write him a business letter with the request that he send you the floor plans of a house. See page 171 for the correct form of a business letter.

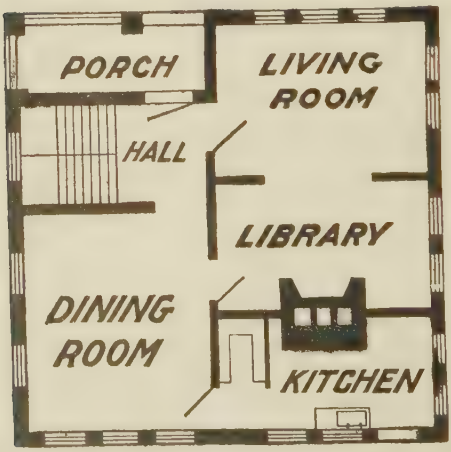
Draw an envelope and address it in full.

Correcting and Copying. In class copy the letter on the board. Each pupil will move one space to the right and correct his neighbor's letter. At your seat write your letter again with all the improvements in it. The best letter will be sent.

Compare the envelope with the correct form on page 54.

90. **Conversation.** On this page is given the floor plan of a house. How is the size of a room shown? How does the drawing show the openings from room to room? How does the drawing show windows? What else have you noticed about the drawing?

Find the built-in fireplace, the sink, and the pantry.



Handwork. Draw a plan of the first floor of a house that you would like to have, or live in. Be ready to tell why you would like the house.

Place the drawings along the blackboard ledge and observe them. Vote for the one you consider best.

91. Politeness in Writing Letters. In letter writing the proper form should always be followed carefully, because to begin abruptly and plunge into the letter without the proper salutation, or to close abruptly, is just like bumping rudely into a person on the street.

But not only should the form of the letter be polite, the contents of the letter should be polite. Abraham Lincoln once taught a prominent man a very good lesson about politeness in writing letters.

During the Civil War a certain officer had disobeyed or failed to comprehend an order. "I believe I'll sit down," said Secretary Stanton, "and give that man a piece of my mind."

"Do so," said Lincoln. "Write him now while you have it on your mind. Make it sharp. Cut him all up."

Stanton did not need a second invitation. It was a "bone crusher" that he read to Lincoln.

"That's right," said Lincoln. "That's a good one."

"How shall I send it?" mused the Secretary.

"Send it!" replied Lincoln. "Why, don't send it at all. Tear it up. You have freed your mind of the subject, and that is all that is necessary. Tear it up. You never ought to send such letters. I never do."

Remember: You cannot take back what you say in a letter. Be polite.

Writing a Letter. Write Buomo a letter about how American boys and girls behave in their homes. Quote one of the stanzas on page 258. Correct the letter and copy it on page 23 in the booklet about America.

92. Accuracy in Description. A clear and accurate description often makes so vivid a picture that it could be drawn. How should you make a drawing to suit the following description of an African house?

AN AFRICAN HOUSE

[1] The house consisted of three large circular huts, thatched neatly with papyrus stalks, and with conical roofs. [2] These were arranged as a triangle, just touching each other; and the space between had been roofed over to form a veranda. [3] We were ushered into one of these circular rooms. [4] It was spacious and contained two beds, two chairs, a dresser, and a table. [5] Its earth floor was completely covered by the skins of animals. [6] In the corresponding room, opposite, slept our hosts; while the third hut was the living and dining room. [7] There were a long table, rawhide bottomed chairs, a large sideboard, bookcases, a long easy settee with pillows, gun racks, photographs in and out of frames, a table with writing materials, and books and magazines everywhere — not to speak again of the skins of many animals completely covering the floor. [8] Out behind, in small separate buildings, functioned the cook, and dwelt the stores, the bathtub, and other such necessary affairs.

STEWART EDWARD WHITE: *African Camp Fires* *

How does this house differ from an American house?

Which would be the more comfortable house for you? Why? Which would be the safer house? Why?

Make an outline of all the facts that Stewart Edward White gives about the African house. Group related points together.

93. Handwork. Draw a ground plan of the African house as it was described. Draw a front view of the house.

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Correct Use of Words. Observe the following:

1. *Almost* and *most* are often confused. *Almost* means "nearly"; as, "This is almost finished." *Most* means "the greatest amount, or quantity"; as, "He did most of the work."

Do not shorten *almost* to *most*, when you mean "nearly."

2. *Like* and *as* are often confused. When you connect sentences in a comparison, you should use *as*, not *like*. Say, "She thinks as I do" (not "like I do").

Like is only used in comparisons with words; as, "This book is like that book" (meaning "similar to that book").

94. An Enunciation Game. Make *wh* sound like blowing a feather.

*Wh*at made *Wh*ite *Wh*itney *wh*ittle, *wh*istle, *wh*isper, and *wh*imper near the *wh*arf *wh*ere *wh*eezing *wh*ales *wh*eeled and *wh*irled?

A Talk to the Class. Compare Buomo's house with an American house. Use Stewart Edward White's description for Buomo's house.

A committee of four pupils will stay in the back of the room with the teacher and rise if they cannot hear the speakers. A pupil will preside. Speakers will address the chair to get permission to speak.

Voting for the Best. Who stood away from the desk and in good position? Who could be heard in the back of the room? Who looked straight at the faces of the audience? Who made an interesting picture of the two kinds of houses?

95. **Words that Have about the Same Meanings.** Do the italicized words have the same or different meanings in the following sentences?

A four-story *structure* stood on the corner.
A four-story *building* stood on the corner.

A *ship* lay at anchor in the harbor.
A *vessel* lay at anchor in the harbor.

The words *structure* and *building* mean just about the same thing; also *ship* and *vessel*. Words that mean about the same thing are called *synonyms*. Try to add to your vocabulary all the synonyms you can learn and use them in conversation. It is always wise to find out, too, the slight differences in meaning. Many people, for instance, might use *house* and *home* as if these words meant exactly the same thing, but you know better.

Remember: Get variety in words by using **synonyms**, *or words that mean about the same thing.*

A Written Exercise. Arrange the following words in groups of two or three words, each group to consist of synonyms:

raise	severe	told	courtesy	turn up
beams	rude	noble	ghostly	sorrow
slender	sadness	loud	courageous	reported
worthy	impolite	thin	discourteous	politeness
weird	harsh	lift	sharp	brave
stern	said	good	rays	keen
go back	restored	return	returned	gave back

Blackboard Sentence Work. Write sentences with these synonyms.

96. **Conversation.** What is the difference between a regular house and a two-family house? What is the difference between a regular house and an apartment, or flat? Which should you rather live in? Why?

Select a house in your community to describe for Buomo. Take one near the school, if possible, so that every pupil can see it. You want to make an accurate description. What should you tell about that house so that Buomo could draw it?

97. **Making an Outline.** Make an outline according to the following heads. Mark the subtopics with capital letters:

AN AMERICAN HOUSE

I. Outside view from across the street
   - *A.* Materials
   - *B.* Size
   - *C.* Shape
   - *D.* Color
   - *E.* Other peculiarities

II. Inside arrangement
   - *A.* Floor plan
   - *B.* Various rooms

☆ 98. **A Pronunciation Game.** The vowels in the following words are sounded like *a* in "grasp." Write the words on five-pointed stars and pronounce them:

aunt	fast	blast	grasp	mast
ask	past	cast	last	task

A Talk to the Class. Hold your outline before you and follow it in giving your talk. Describe the American house you have selected.

Let a pupil preside at a Better Speech Club meeting.

99. **Writing a Description.** Follow your outline in describing an American house for Buomo. Try to have a particularly good beginning sentence.

Did you speak of each one of the subtopics of the outline? Which of these subtopics were so important that you gave a sentence to each? Which could be brought in without using a complete sentence for it? Have you described the house so clearly that Buomo can see a picture of it?

Criticizing a Description. Exchange papers in class. Correct the following:

1. Is the handwriting good or poor?
2. Is the title put at the right place? Are the chief words capitalized?
3. Is the paragraph indented? Is the margin an inch wide?
4. Are any words misspelled?
5. Enlarge the periods, to mark off the sentences.
6. Underline the subject of each sentence.
7. If the picture is not clear, what suggestion can you make to improve it?

100. **Copying a Description.** Copy the corrected composition on page 25 in the book for Buomo. Make your handwriting the best you have in the book. Examine each sentence carefully.

Reading Aloud. Read the compositions aloud in class.

101. Finding the Facts. You will now play reporters and find answers to the following questions. Talk about them in class and at home. Read up about them.

1. *Historical interest.* Who first settled your state? Where did they settle? What nationality were they? Who were the first leaders in the state? When did the first settlers come? Why? Are there any historical buildings or relics in the state for a visitor to see?

2. *Industrial or commercial interests.* Is there a store for visitors to see? Why is it interesting? Is there a factory? Where? What is made there? Is there an important plant? Are there great mines of any kind?

3. *Public buildings.* Where are they? Why are they of interest?

4. *Parks or amusement places.* What are they? What should one see there? Why?

5. *Educational institutions.* Where is each one?

6. *Wonders of nature or natural scenery.* Where are they? Which is most beautiful?

Making an Outline. Make an outline of what a stranger should see in your state. Use as main heads:

I. Historical Interests
II. Industrial or Commercial Interests
III. Public Buildings
IV. Parks and Amusements
V. Educational Institutions
VI. Beauties of Nature

102. A Pronunciation Game. *Ch* is pronounced like *sh* (she) in the following words. Write them on a checkerboard.

*Ch*icago	*ch*aperon	*ch*auffeur
ma*ch*ine	*ch*andelier	*ch*iffonier
*ch*agrin	*ch*ivalry	croc*h*et

A Talk to the Class. Tell the class about one of the places that a stranger should visit in your state. Tell why he should see it.

Divide the class into six groups to suit the six parts of the outline on page 269. Let a pupil preside.

103. Study of a Poem. Read the poem on the opposite page. Which parts of the poem suit your state? Pick out all the words that describe scenery. Which parts of the poem could be illustrated? Draw one.

Copy the poem as a dialogue between a Child and a Traveler. How are the speeches indicated in the poem? See page 247 for a model of a dramatic dialogue.

Let different pupils take turns reading the two parts.

Off-on-a-Trip Spelling Game. (*a*) Each pupil repeats the statement, "I am off on a trip and shall take the train for — " and then tells where by spelling a word beginning with the second letter of the place the previous speaker used. First speaker, *Alaska*. Second speaker, *London*. Third speaker, *Omaha*. (*b*) Each pupil repeats the expression, "I am off on a trip and shall take my —" and then tells what. First speaker, *scissors;* second speaker, *coat;* third speaker, *overcoat*, etc. This game develops quick thinking and accurate spelling.

Over the Hill

1 "Traveler, what lies over the hill?
Traveler, tell to me:
I am only a child — from the window sill
Over I cannot see."

2 "Child, there's a valley over there,
Pretty and wooded and shy;
And a little brook that says, 'Take care,
Or I'll drown you by and by.'"

3 "And what comes next?" "A little town,
And a towering hill again;
More hills and valleys, up and down,
And a river now and then."

4 "And what comes next?" "A lonely moor
Without a beaten way;
And gray clouds sailing slow before
A wind that will not stay."

5 "And then?" "Dark rocks and yellow sand,
And a moaning sea beside."
"And then?" "More sea, more sea, more land,
And rivers deep and wide."

6 "And then?" "Oh, rock and mountain and vale,
Rivers and fields and men,
Over and over — a weary tale —
And round to your home again."

George Macdonald

104. How to Discuss a Subject. In a real discussion something good may be said on both sides. A discussion therefore becomes a searching out of the facts, to find out which side has the greater amount of truth in it.

Prove that both of the following remarks have some truth in them.

[1] "The rolling stone gathers no moss," quoted the man who had never been outside his home county.

[2] "True," rejoined the globe-trotter, "but it acquires an enviable polish."

What do we mean by "globe-trotter"? How does traveling supplement, or add to, school education?

With which remark does the saying that a man is "Jack of all trades but master of none" fit? Why?

What is the good thing that can be said of each remark?

What is the bad thing that can be said about (*1*) sticking to one place all your life, and (*2*) moving about or traveling all the time?

Discussion. Choose one of the following subjects and outline good and bad points for it:

1. Should you rather go on an excursion by boat or by train?
2. Should you rather live in the country or in the city?

105. Writing an Opinion. Write out your opinion for the subject you outlined in the discussion.

In class write the paragraphs on the board. Then each pupil will move one place to the right and correct the paragraph.

Copy the paragraph again with better handwriting and no mistakes.

106. How to Answer a Question. There is a courtesy in answering questions that every boy and girl should know. It is always more polite to say, "Yes, Mr. Jones," or "Yes, sir," than merely an abrupt "yes."

Do not begin an answer with "Why-a."

In answering a question try to make your answer complete. You can do this best by repeating part of the question in your answer.

[1] How do you go by water from Albany to Galveston?

[2] You go by water from Albany to Galveston, first, by taking the river boat from Albany to New York, and next, by taking the coastwise steamer from New York to Galveston.

An answer should be accurate as well as complete. For instance, to mention only the river boat and forget the coastwise steamer would make the above answer incomplete. But to say that you took an Ohio River boat would be inaccurate.

Remember: Answers should be accurate, complete, and polite.

How to Make a Request. In traveling there are many times when it is necessary to make requests. A polite manner will smooth over many a difficulty and bring you what you want, whereas rudeness or abruptness will antagonize people.

Hearts, like doors, will open with ease
To very, very little keys;
And don't forget that two of these
Are "*I thank you*" and "*If you please.*"

107. **Writing Questions and Answers.** Write five questions that might be asked a person in traveling. Write five answers. Put both questions and answers in polite form and make them accurate and complete.

Dictation. Copy the stanza at the bottom of page 273.

108. **Conversation.** On the opposite page is given an actual time-table. What do the numbers designate? Are more trains running on week days or on Sundays? Why? Which seem to be the most important stations? What do the footnotes mean at the bottom of the time-table? Which train stops at every station? Which trains make the fewest stops? How long does it take to go from New York to Camp Dix?

Talk about the various places to which you could go in your state. Look up trains. Outline how you would go to reach the place you have selected.

☆ 109. **A Pronunciation Game.** Sound the short vowels, in the words and alone:

ăm ĕnd ĭll ŏdd ŭp

A Talk to the Class. Tell how to go from your town to the place you have selected. Follow your outline.

110. **Writing a Letter.** Write an open letter to the public telling them what they should see in your state.

Try to use two of the following convenient phrases:

for example	in the first place
therefore	on the other hand
above all	in general

UNITED STATES RAILROAD ADMINISTRATION
Walker D. Hines, Director General of Railroads

Pennsylvania Railroad—Eastern Lines

TRAINS BETWEEN

Trenton and Camp Dix

Subject to change without notice.

	Week days					Sundays		
	2563	2567	2571	2573	2585	2713	2725	2727
Leave	A. M.	A. M.	P. M.	P. M.	P. M.	A. M.	P. M.	P. M.
New York, { Penna. Station	6.00	9.20	1.24	3.34	7.00	9.00	2.08	7.00
N. Y. { Hudson Term	6.00	9.18	1.20	3.30	7.00	9.00	2.00	7.00
Jersey City, N. J. (Exch. Place)	u 6.03	u 9.21	u 1.23	u 3.33	u 7.03	u 9.03	u 2.03	u 7.03
Newark, N. J.	6.22	9.43	1.47	c 3.57	7.22	a 9.22	2.31	7.22
Elizabeth, N. J.	6.32	9.52	1.56	c 4.07	7.31	.....	a 2.40	7.31
Rahway, N. J.	6.41	10.01	2.05	.....	a 7.39	.....	.....	a 7.39
Metuchen, N. J.	6.52	10.14	2.15	.....	.....	.....	.....	.....
New Brunswick, N. J.	7.04	10.23	2.24	.....	7.55	.....	.....	7.55
Trenton, N. J. (Clinton St.) Ar.	7.40	10.58	2.56	4.58	8.30	10.14	3.29	8.30
Trenton, N. J. (Clinton St.) Lv.	8.05	11.10	3.00	5.08	8.50	10.45	3.45	8.53
Broad Street, Trenton, N. J.	8.07	11.12	3.02	5.11	8.52	10.47	3.47	8.55
Lalor Street, Trenton, N. J.	f 8.09	f11.14	f 3.04	.....	.....	.....	.....	.....
Bordentown, N. J.	8.17	11.22	3.18	5.20	9.01	10.56	3.56	9.05
Fieldsboro, N. J.	f 8.19	.....	.....	.....	.....	.....	.....	.....
Kinkora, N. J. Arrive	8.22	11.27	3.23	5.25	9.06	11.01	4.01	9.10
Kinkora, N. J. Leave	8.28	11.29	3.27	5.30	9.08	11.03	4.03	9.12
Day, N. J.	f 8.32	.....	f 3.31	f 5.34	.....	.....	.....	.....
Sharp, N. J.	f 8.34	.....	f 3.33	f 5.36	.....	.....	.....	.....
Columbus, N. J.	8.37	f11.38	3.36	5.39	f 9.17	f11.11	f 4.11	f 9.20
Folwell, N. J.	f 8.40	.....	f 3.39	f 5.42	.....	.....	.....	.....
Jobstown, N. J.	8.43	f11.44	3.42	5.45	f 9.23	f11.17	f 4.17	f 9.26
Pine Lane, N. J.	f 8.44	.....	f 3.43	f 5.46	.....	.....	.....	.....
Ellis, N. J.	f 8.46	.....	f 3.45	f 5.48	.....	.....	.....	.....
Juliustown, N. J	8.49	f11.48	3.48	5.51	f 9.27	f11.22	f 4.22	f 9.31
Camp Dix, N. J. Arrive	8.58	12.00	4.00	6.00	9.40	11.35	4.35	9.43
	A. M.	Noon	P. M.	P. M.	P. M.	A. M.	P. M.	P. M.

"a" Stops only on signal or notice to Agent to receive passengers.
"c" Stops only to receive passengers.
"f" Stops only on signal to Agent or Conductor to receive or discharge passengers.
"u" Hudson and Manhattan R. R. Station.

Begin "Dear Reader." Confine yourself to the one thing you have selected.

Improve the letter. Copy it. The best letter will be sent to a local paper.

THE WEATHER.

WASHINGTON, Oct. 5. — Air pressure is high off the Atlantic coast and over the Rocky Mountain and plateau region and it is low in the region of the Great Lakes and the Rio Grande Valley. This pressure distribution has been attended by warm weather generally east of the Mississippi River.

Rains have been general within the last twenty-four hours east of the Rocky Mountains, except in the Middle Atlantic and South Atlantic States. Heavy local rains fell in Northern Texas, Oklahoma.

The outlook is for showery weather Monday and clearing weather Tuesday with lower temperatures in the Middle Atlantic and New England States.

Winds Off Atlantic Coast. — North of Sandy Hook, Sandy Hook to Hatteras, moderate south and southeast, overcast showery weather.

FORECAST TO-DAY AND TUESDAY

Eastern New York, Eastern Pennsylvania, New Jersey — Showers and probably thunderstorms Monday, somewhat lower temperatures; Tuesday fair and cooler.

New England — Showers Monday; Tuesday clearing, with somewhat lower temperature in interior.

The temperature record for the twenty-four hours, ended at 11 P.M., taken from the thermometer at the local office of the United States Weather Bureau, is as follows:

	1918	1919		1918	1919
3 A.M.	51	63	4 P.M.	68	76
6 A.M.	52	62	6 P.M.	66	75
9 A.M.	56	62	9 P.M.	64	74
12 noon	64	65	11 P.M.	63	70

This thermometer is 414 feet above the street level. The average temperature yesterday was 68; for the corresponding date last year it was 60; average on the corresponding date for the last thirty-three years, 60.

The temperature at 8 A.M. yesterday was 62, at 8 P.M. it was 73. Maximum temperature 76 degrees at 4:20 P.M., minimum 61 degrees at 10 A.M. Humidity 98 per cent at 8 A.M., 85 per cent at 8 P.M.

The barometer at 8 A.M. yesterday registered 30.05 inches; at 8 P.M. it stood at 29.98 inches.

III. Telling What Something Means. *Explanation* is telling what something means, or how to do or make something. To explain something right you must do two things:

1. Learn the facts.
2. Tell them clearly and in right order.

On this page is given a weather report from a daily newspaper. Look at it carefully. If there is a word that you do not understand, where can you find the meaning? Look it up.

Be ready to explain to the class what the different things mean in this report. How are a thermometer and a barometer used in judging the weather?

Conversation. Talk about the following in class. Describe them. Tell how they are caused.

rain	sleet	dew	freshet
snow	cloud	ice	icicle
hail	fog	sunset	moonbeam
thunder	rainbow	sunrise	sunbeam
lightning	frost	flood	drought

112. A Pronunciation Game. Find the *k*, *tsh*, and *sh* sounds of *ch:*

*ch*oir or*ch*ard *ch*arade *Ch*ristmas *ch*estnut *ch*amois

A Talk to the Class. Imagine that you are one of the following speaking. Begin, "I am a —" Then tell: (*1*) What makes it, how it is formed, or what it is; (*2*) what it looks like, or how you know it is here; and (*3*) what harm (or good) it does.

1. I am Thunder.
2. I am Lightning.
3. I am Sleet.
4. I am a raindrop.
5. I am a snowflake.
6. I am a hailstone.
7. I am a flood.
8. I am a freshet.
9. I am an icicle.
10. I am a cloud.
11. I am Jack Frost.
12. I am Dew.
13. I am Ice.
14. I am a fog.
15. I am a rainbow.
16. I am a drought.
17. I am a moonbeam.
18. I am a sunbeam.
19. I am a sunrise.
20. I am a sunset.

113. Explaining What Proverbs Mean by Giving Examples. A proverb tells a truth in striking form. It is based upon thousands of personal experiences that turned out that way. The best way to make a proverb clear is to imagine a personal incident that would illustrate it.

Talk about what the following African proverbs mean:

1. A kind act in the hour of need sometimes makes an enemy a friend.
2. One who goes hunting for trouble is sure to find it.
3. We often hurt ourselves in trying to hurt others.
4. It is not always wise to do everything you see others do.
5. Wisdom is not always with the strong and mighty but often with the smallest and most harmless.

Writing a Blackboard Class Paragraph. Copy the proverb on the board. Imagine an incident to prove that the proverb is true. Use animals as characters.

Dictation. Copy the fable you have made in class, or the proverbs.

114. **Words that Modify: Adjectives and Adverbs.** What does the word *modify* mean in the following sentences?

1. The class modified its plans on account of the storm.
2. The ship modified its course at sea.
3. He modified his remarks about the weather.

To "modify" is to change in some way. In English we have certain describing words whose business it is to modify other words. These words are called *adjectives* and *adverbs*.

Notice how the following expressions differ:

1. *day* (unmodified, might be fair or cloudy)
2. *bright day* (modified by *bright* to mean only a clear day)
3. *rainy day* (modified by *rainy* to mean an unpleasant day)
4. *run* (merely the act of running)
5. *run fast* (modified by telling how the running was done)
6. *run slowly* (modified to tell how the running was done)

Modifying words tell *how something is done* or *what something is like.* Modifying words are of two kinds according to the words they modify.

Remember: *An* **adjective** *modifies a noun or a pronoun.*
An **adverb** *modifies a verb, an adjective, or another adverb.*

Find adjectives and adverbs in the following selection:

The Passing of an African Storm

[1] Abruptly the storm passed. [2] It did not die away slowly in the diminuendo of ordinary storms. [3] It ceased as though the reservoir had been tipped back again. [4] The rapid *drip drip drip* of waters now made the whole sound. [5] All the rest of the world lay breathless. [6] Then, inside our tent, a cricket struck up bravely.

[7] This homely, cheerful little sound roused us. [8] We went forth to count damages and to put our house in order. [9] The men hunted out dry wood and made another fire. [10] The creatures of the jungle and the stars above them ventured forth.

[11] Next morning we marched into a world swept clean. [12] The ground was as smooth as though a new broom had gone over it. [13] Every track now was fresh, and meant an animal near at hand. [14] The bushes and grasses were hung with jewels. [15] Merry little showers shook down from trees sharing a joke with some tiny wind. [16] White steam rose from a moist, fertile-looking soil. [17] The smell of greenhouses was in the air. [18] Looking back we were stricken motionless by the sight of Kilimanjaro, its twin peaks suspended against a clean blue sky, fresh snow mantling its shoulders.

Stewart Edward White: *The Land of Footprints**

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Word Study. Tell what kind of day and what season of the year the following words suit best:

sultry	damp	rainy	windy	hot
cool	foggy	melting	close	wet
misty	drizzling	dry	dark	exhilarating
gusty	torrid	gloomy	showery	brilliant
bracing	humid	freezing	variable	sparkling

115. How Words are Formed: Prefixes. The following prefixes are often used in forming words:

ante, before	*de*, from, off, down	*re*, back, again
circum, around	*hemi*, half	*semi*, half
con, *com*, with	*post*, after	*sub*, under
contra, against	*pre*, before	*trans*, across

Consult the above list and tell the meanings for the following words:

rebound	postscript	transport	circumnavigate
semicircle	degrade	submarine	semiannual
construct	antedate	contradict	predigested
hemisphere	anteroom	compose	reconstruct

Look in the dictionary when you are in doubt.

Forming Adjectives from Proper Nouns. Proper adjectives are formed from proper names of countries:

America — American	Armenia ——	Porto Rico ——
Mexico — Mexican	Europe ——	Cuba ——
Peru — Peruvian	Egypt ——	Greece ——
Portugal — Portuguese	Persia ——	Canada ——
Turkey — Turk	Japan ——	Italy ——
Belgium — Belgian	Australia ——	Chile ——

1. What changes were made in the words in the first column to form proper adjectives? 2. Fill in the proper adjectives in the blanks in the other columns.

The words *North*, *South*, *East*, and *West* are begun with capital letters when they mean sections of the country. When they mean direction they are begun with small letters.

1. The North was swept by a gale.
2. The wind blew from the north.

Remember: *"North," "south," "east," and "west," are capitalized only when they mean sections of the country. Adjectives formed from the names of countries are always capitalized and are called* **proper adjectives**.

Form as many words as you can from *north*, *south*, *east*, *west*, *center*, *middle*. Change the ending if necessary.

116. Conversation. Turn to the selection on page 279 and compare it with the following outline:

I. The wind-up of the storm
II. What we did after it stopped
III. How it looked outdoors the next morning

Using the same outline, talk about what you would have to tell to make clear to Buomo what an American storm is like.

snowstorm	thunderstorm	cyclone	windstorm
blizzard	equinoctial storm	tornado	shower

Making an Outline. Choose one of the storms you have discussed. Complete the above outline for it by giving details.

117. A Pronunciation Drill. Practice enunciating:

January snowy, February flowy, March blowy;
April showery, May flowery, June bowery;
July moppy, August croppy, September poppy;
October breezy, November wheezy, December freezy!

A Talk to the Class. Tell what an American storm is like. Choose one of the following. Follow your outline.

1. An ordinary snowstorm
2. A sudden shower
3. A thunderstorm
4. A hailstorm
5. A general rain
6. A blizzard
7. An equinoctial storm
8. A sandstorm
9. A cyclone
10. A tornado

118. Variety in the Use of Words. You should make it your business to collect for use as many synonyms as possible so that you will not have to use the same words over and over again.

Writing a Composition. You have made an outline of an American storm. Read again Stewart Edward White's selection on page 279 and observe that he makes three paragraphs. Write your composition in three paragraphs. Vary your words. Make a list of good descriptive words to use.

119. Handwork and Copying. Decorate the cover of the booklet with a drawing to illustrate something in the book.

Copy the composition on page 27 in the booklet.

120. Writing a Letter. In class, write in the booklet a letter to Buomo, telling him why you have enjoyed making his book. Tell him how it has helped you. This will be your last letter to Buomo. Make it your best.

121. "Who's Who" in Bird Land. How many birds do you know by name? How many can you recognize? How many should you know by their songs?

What do you like best about the following poem?

THE SONG OF THE THRUSH

1 "Ah, will you, will you," sings the Thrush,
Deep in his shady cover,
"Ah, will you, will you live with me,
And be my friend and lover?

2 "With woodland scents and sounds all day,
And music we will fill you,
For concerts we will charge no fee,
Ah, will you — will you — will you?"

3 Dear hidden bird, full oft I've heard
Your pleasant invitation;
And searched for you amid your boughs
With fruitless observation.

4 Like all that is too sweet and fair,
I never may come near you.
Your songs fill all the summer air;
I only sit and hear you.

C. P. CRANCH

Which birds are found around houses? Which are shy? What can you do to attract birds to your homes? What is the prettiest bird you ever saw? Describe it.

122. A Pronunciation Game. Enunciate distinctly:

"Ah, will you — will you — will you?" (not "yuh")

A Talk to the Class. Tell the class about one of the following. Let a pupil preside at the club meeting.

1. How to attract birds to your home.
2. The prettiest bird you ever saw.
3. Wild birds near your town.

123. Comparatives and Superlatives. How do the italicized adjectives differ in the following sentences?

1. The robin is *tamer* than the thrush.
2. The canary is the *tamest* of our birds.
3. The thrush has a *more beautiful* song than the lark.
4. The nightingale has the *most beautiful* song of all the birds.

In the first sentence the robin and the thrush are compared. In the second sentence more than two birds are compared. When two are compared, the *comparative form* of the adjective is used. With short words this is the ending *er* attached to the word. With long adjectives *er* is not added, but the word *more* is prefixed to the adjectives, as in the third sentence. When more than two are compared, *est* is added to the word, or *most* is placed before it. This is called the *superlative form* of the adjective.

tame (speaking of one)	beautiful (speaking of one)
tam*er* (speaking of two)	*more* beautiful (speaking of two)
tam*est* (speaking of more than two)	*most* beautiful (speaking of more than two)

Remember: *The comparative form (adding* **er** *or prefixing the word* **more**) *is used with an adjective in speaking of two. The superlative form (adding* **est** *or prefixing* **most**) *is used with an adjective in speaking of more than two.*

A Written Exercise. Fill in the correct forms of the adjectives (comparative or superlative) for the words *large*, *pretty*, *small*, *lovely*, *beautiful*.

1. The swan is a —— bird than the goose.
2. Of the robin, the blue bird, and the wren, the wren is the ——.
3. The humming bird is —— than the wren.
4. The crow is —— than the blackbird.
5. The thrush is the —— singer of the many birds found here.
6. The cardinal is —— than the warbler.

Make up comparatives and superlatives for *easy*, *ugly*, *sweet*, *long*, *small*, *delicate*, and *precious*. Use them in sentences. "Than" (not "then") is used in comparison.

124. Accuracy in Giving Details. In explaining something, the first thing is to get information, the next is to give it clearly, and the third, to have facts in the right order.

If you are telling how to make a bird box, what should you say first? what next? what next? what next? Have you mentioned materials, size, shape, tools needed, etc.? What are different kinds of bird houses that you might make?

Making an Outline. Choose the kind of bird box that you want to make. Write down in the right order all the steps you take to make it.

125. Writing how to Make Something. Write in a paragraph how to make the bird box, for which you have already made an outline. Follow your outline. Try to have a good beginning sentence and a good ending sentence. Make the bird box at home.

126. **Conversation.** Have you ever watched closely a family of birds to see how they act? How does the mother bird feed her young? How do the parent birds build the nest? How does a bird take a bath in the bird bath? Where do the birds go in a storm? What do the birds eat in winter or drink in dry weather?

The writer of the following story knew how to observe closely:

A Singing School for Thrushes

[1] Find a family of wood thrushes and carefully note what takes place. [2] The old male thrush will sing a sweet song in loud, clear, flutelike notes once, and then stop to listen while the young birds try to imitate the song. [3] Some will utter one note, some two. [4] Some will utter a hoarse note, others a sharp note. [5] After a while they seem to forget their lesson and drop out, one by one. [6] When all are silent, the old thrush tunes up again and the young thrushes repeat their efforts, and so it goes on for hours. [7] The young birds do not acquire the full song the first year; so the lessons are repeated the following spring. [8] I take many visitors into the woods to enjoy the first thrushes' singing school, and all are convinced that the song of the wood thrush is a matter of education pure and simple.

Reprinted from *Forest and Stream*

Making a Blackboard Class Outline. Write on the board the points contributed by each sentence in this selection.

127. **Prepositions: Words of Relation.** In the following sentences what ideas do the italicized expressions give?

1. The owner *of* the house went *to* the country.
2. Tom rowed *across* the river *for* him.

In the expressions "of the house," "to the country," "across the river," and "for him," the words *of*, *to*, *across* and *for* not only connect, but also show relation. They do it in this way:

Of shows relation between *owner* and *house*.
To shows relation between *went* and *country*.
Across shows relation between *rowed* and *river*.
For shows relation between *rowed* and *him*.

Remember: *A word that shows the relation between a noun or a pronoun and some other word is called a* **preposition**.

In class find the prepositions in the poem on page 283 or in the sentences your teacher will dictate. Tell which noun or pronoun follows the preposition.

Correct Use of Words. 1. *A*, *an*, and *the* are adjectives because they modify. *A* or *an* means "any one of many"; as, "A man passed." *The* means "a special one"; as, "The man passed."

2. *In* means place; as, "The bird is in the cage." *Into* implies motion; as, "It flew into the cage."

Make up ten sentences about birds, using these words. Underline the prepositions.

128. Discussion. Do you know a sparrow when you see one? How does it differ from the other birds? Why do you think a community should take steps to drive out the sparrow? How did the sparrow get here in the first place? Is it a native bird?

The following announcement appeared in one of our newspapers. What facts does it tell you?

The Hun of the Bird World

[1] The English sparrow is an outlaw and robber, seeking to destroy those not of its kind and appropriate to itself the whole wide world. [2] It drives out peaceable and beneficial members of the feathered tribes. [3] It replaces their lilting song with a discordant clamor. [4] It destroys fruit, grain, and garden truck. [5] To it nothing is sacred.

[6] For these reasons the United States government has declared war on the English sparrow. [7] It has called on all its citizens to join with it in a campaign for the destruction of this greedy and chattering marauder, lest it become the feathered disciple of Attila, the Hun, sacrificing to its greed the whole bird world.

[8] The Department of Agriculture has printed a booklet which tells the dramatic story of the English sparrow, its introduction into the United States, its phenomenal multiplication, its menace. [9] It lays down the plan of campaign for fighting that menace. [10] Get this book and take part in the fight.

Frederic J. Haskin in *The Buffalo Evening News*

Which facts in the above selection have you spoken of in discussing the sparrow? Which facts are new?

✡ **129. A Pronunciation Game.** Give the *r* its sound.

bird (not "boid")	third (not "thoid")	journey (not "joiney")
girl (not "goil")	pearl (not "poil")	journal (not "joinal")

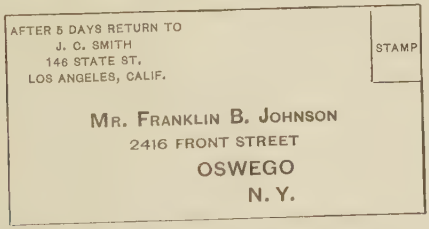
A Talk to the Class. Tell the class your opinion: whether you should send to Washington for the book on sparrows or not. Tell why.

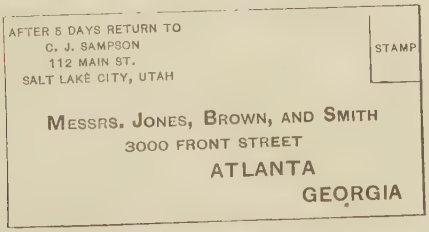
130. Writing a Business Letter. Write a business letter to the Department of Agriculture, Washington, D. C., asking for the book on sparrows, "Farmers' Bulletin 493." Correct the letter. Copy it. The best letter will be sent.

PROJECT LIV. GETTING ACQUAINTED WITH THE POST OFFICE

131. The Proper Way to Address a Letter. Each year thousands of letters find their way to the Dead Letter Office at Washington because they are incorrectly addressed. The following models are the forms recommended by the United States government. The stamp is attached in the upper right-hand corner and put on straight. The return address of the sender of the letter is put in the upper left-hand corner. Full directions — name, street, city, and state — are given in the center of the letter.

MODEL FORMS OF ADDRESS FOR LETTERS





Remember: *Attach a stamp in the right place. Put your return address on the letter. Write a complete address for the person to whom the letter is sent.*

The Most Common Abbreviations. As you have learned, all abbreviations should be followed by a period. Consult the following list:

St...Street
Av. or Ave...Avenue
P.S...Postscript
R.F.D...Rural Free Delivery
Co...County
A.M...Before noon
P.M...After noon
C.O.D...Collect on Delivery
Mr...Mister
Messrs. (Mā syû′)..plural of Mr.
Mrs...(pronounced Missis)
Prof...Professor
Pres...President
O.K...all right
M.D. (after name)..Doctor
Dr...Doctor
Rev. (minister)..Reverend
Esq. (lawyer)..Esquire
LL.D. (after name)..Doctor of Laws
Hon...Honorable
Gen...General
Col...Colonel
Capt...Captain
f.o.b...free on board (the conveyance by which the goods are to be transported to the buyer)
etc. (et cetera)..and others, and so forth
do. (ditto)..the same
inst...this month
ult...last month
D.D...Doctor of Divinity

Write on the board the abbreviations of the different states.

Writing a Letter. Write to the postmaster of your nearest post office, asking him to send you the booklet entitled "Postal Information," which is for free distribution. Appoint one of the pupils a messenger to deliver the letter personally to a clerk at the post office and to get the booklet, "Postal Information," for the class.

132. **What the Post Office Has to Sell.** The post office is a great merchant with a number of different things to sell:

1. *Postage Stamps.* (Denominations, 1¢, 2¢, 3¢, 4¢, 5¢, 6¢, 7¢, 8¢, 9¢, 10¢, 11¢, 12¢, 13¢, 15¢, 20¢, 30¢, and 50¢ stamps; $1, $2, and $5 stamps; and 10¢ special delivery stamps.)

2. *Stamp Books.* (24 one-cent stamps for 25¢; 96 one-cent stamps for 97¢; 24 one-cent and 24 two-cent stamps for 73¢; 12 two-cent stamps for 25¢; 48 two-cent stamps for 97¢.)

3. *Stamped Envelopes.* (Twelve sizes; five colors, white, amber, buff, blue, Manila; five denominations, 1¢, 2¢, 3¢, 4¢, and 5¢ stamps.)

4. *Stamped Newspaper Wrappers.* (One-cent and two-cent denominations and two sizes.)

5. *Postal Cards.* (One-cent denomination, costing 1¢.)

6. *Reply Postal Cards.* (One-cent denomination, costing 2¢, the reply a detachable card.)

7. *Window Envelopes.* (Same as stamped envelopes but with a transparent panel in the front through which the address on the inclosure is disclosed.)

Collect as many different kinds of stamps as possible. Appoint a committee to arrange samples.

Finding Out Something for Yourself. (*1*) Where is the nearest letter box? Find out whether times of collections are mentioned on the box. Copy them and report on them. (*2*) Go to your nearest post office, if possible, and see for yourself where the following are:

1. The stamp window.
2. The parcel post window.
3. The money order window.
4. The registry window.
5. The general delivery window.
6. The special delivery drop.
7. Place to drop local mail.
8. Place to drop parcels.

If you are too far from the post office, select a committee to go and find out these things.

133. Some Rules about Parcel Post. There are four classes of mailable matter:

First class.	Letters and sealed matter	2¢ an ounce
	Postals	1¢
Second class.	Newspapers and magazines ..	1¢ for 4 ounces
Third class.	Miscellaneous Printed Matter (except books) not over 4 pounds	1¢ for 2 ounces
Fourth class.	Parcel Post.....	(Different prices according to distance)

The following rules apply to parcel post:

1. A parcel may not exceed 50 pounds in weight for a distance of 150 miles, or 20 pounds for a greater distance.

2. A parcel may not exceed 84 inches in length and girth combined.

3. A parcel will not be accepted unless it has the address of the sender as well as the address of the person to whom it is sent.

4. Inside a parcel no written messages may be put except "Merry Christmas," "Happy Birthday," or something like that.

5. If a parcel is easily damaged, it should be marked "fragile." If it is perishable, it should be marked "perishable."

Writing Questions. Write two questions for each of the above rules. The answers to the questions will be the rules. Decide which of each two questions you think sounds the better. Ask each other the questions.

134. How Uncle Sam Acts as Messenger. Have you ever seen a special delivery stamp? Describe it. Does a special delivery stamp insure safety? What does it insure? Will a special delivery letter be delivered at

midnight? If you cannot go to the post office to buy a special delivery stamp, can you send a special delivery letter without the regular stamp? How? Consult your booklet, "Postal Information."

Conversation. Bring a *telegraph blank* to class. Talk about the difference between *day* and *night letters* and *telegrams*.

Talk about how to send a telegram. Find out the different kinds and their rates.

How else can you deliver a message at a distance besides by letter or telegram? If you want to talk over details quickly with some one, which would be better to use, the telegram, a special delivery stamp, or the telephone? What would guide you in deciding?

135. **A Pronunciation Game.** Open your mouth wider for each successive word: *ate*, *at*, *are* (not "our"), *all*.

A Talk to the Class. Tell how to send one of the following:

1. A long distance telephone message.
2. A day telegram.
3. A special delivery letter.
4. A night letter.

136. **Ways to Send Money.** If you want to send ten dollars to somebody in a distant city, what must you do? If you have money in the bank, what can you do? Bring a blank check to class and explain how you would make out a check.

Uncle Sam acts as banker, for he will let you give him the ten dollars and a small fee and in return will give you

an order for ten dollars to send to the person. This order is called a *money order*. Examine the money order on the next page and talk about the way it should be filled in.

Filling in a Money Order. Draw on the board the general plan of a money order. Fill in the information.

137–138. **Insuring and Registering Mail.** There are two things Uncle Sam does to guard valuable parcels or letters:

1. He *insures* them.
2. He *registers* them.

Another way to send money by mail is to place it in a letter and register the letter by paying ten cents extra, besides the postage. This is called *registering a letter*. If you write on your envelope "Return receipt requested," the post office will send you a card signed by the person to whom you sent the letter.

By paying a small sum of several cents you can insure a parcel post package.

You should always keep the receipt the postal clerk gives you until you know that the parcel or letter has been received.

Finding Information. You will now act as reporters and find the answers to the following questions in the booklet, "Postal Information." Decide under what head to look for information Then turn to the index at the end of the book. Divide the questions among you.

1. If a letter is mailed without the postage fully prepaid, will it be delivered? Who will pay the excess?

Application for Domestic Money Order

Spaces below to be filled in by purchaser, or, if necessary, by another person for him

Amount

.....Dollars.....Cents

Pay to Order of .....

(Name of person or firm for whom order is intended)

.....

Whose Address is No.....Street

Post Office .....

State.....

Sent by.....

(Name of Sender)

.....

Address of sender No.....Street

PURCHASER MUST SEND ORDER AND COUPON TO PAYEE *

2. If a letter not intended for you is opened by mistake what should you do?
3. Who should fasten the stamp to the parcel, the clerk or the buyer?
4. Which places outside of the United States have our domestic rate of postage?
5. What are the four methods used to deliver mail?
6. What is the difference between a *post card* and a *postal card?* If you wanted to make a post card of a kodak picture, what requirements in size would you have to fill?
7. Which mail may be forwarded? How?
8. Name five things that may not be sent through the mail. Why are they forbidden?
9. If a parcel is sealed, what class of mail does it become?
10. What is a *drop letter?*
11. How does the reply postal card differ from the ordinary postal card?
12. What is a *window envelope?* What are its advantages?
13. If you mail a letter by mistake, how can you get it back?
14. What does the post office do with undelivered mail?
15. If you mail a newspaper, are you allowed to write a message on the margin inside?

* The *payee* is the person who is to receive the money.

✡ 139. **A Pronunciation Game.** Do not omit syllables:

machin*e*ry (not "machin'ry") super*in*tendent (not "supern-
gover*n*ment (not "goverment") tendent")
choc*o*late (not "choc'late") orig*i*nal (not "orig'nal")
mis*e*rable (not "mis'rable")

A Talk to the Class. Divide the class into two groups. Copy the questions on fifteen slips of paper and give them, first to one group and then to the other. A pupil from each group will come forward. One pupil will act as a postal clerk and stand behind the teacher's desk. The other pupil will pretend that the desk is the stamp window and ask the clerk the question on the paper.

When each pupil in one group has asked a question, and a different pupil in the other group has come forward to serve as clerk and to answer it, the papers may be passed to the other group and parts may be reversed.

Other questions may be asked after these have been used. The booklet, "Postal Information," should be on the teacher's desk for use as an authority.

140. **Brief and Accurate Answers.** In an examination there are always three things a teacher, or examiner, looks for in the answer:

1. Is it *true?*
2. Is it *complete*, or fully answered?
3. Is it *brief?*

The teacher will copy on the board the questions on pages 294 and 295. You will select eight of them and write answers that observe the three rules for good answers.

141. **Conversation.** It is estimated that the "cootie" cost a million lives in the war zone. Clean-up Week aids in the fight against vermin and other pests because it makes people get rid of trash, dirt, or waste, in which these creatures live and breed.

Where do the following destructive animals live? On what do they feed? How can you get rid of them? What brings them into our houses?

1. Rats and mice
2. Mosquitoes
3. Flies
4. Ants
5. Roaches
6. Water bugs
7. Moths
8. Fleas

If people are not careful to keep things clean, which of these will come into the cellar, the garret, the kitchen, the bedrooms, the barn, the chicken house? If people do not keep their rooms clean, which may they find in their houses?

Which of these pests carry disease? Imagine the journey of "the fly that never cleaned its feet." Many of these little creatures, like the moth, pass through several stages. Their eggs are so small that we do not notice them. Before we know it, they have turned into tiny worms and have eaten up something of value.

142. **A Pronunciation Game.** Practice sounding each syllable:

The grumbling grew to a mighty rumbling
And out of the houses the rats came tumbling,
Great rats, small rats, lean rats, brawny rats,
Brown rats, black rats, gray rats, tawny rats.

ROBERT BROWNING

A Talk to the Class. Talk about one of the following:

1. How to get rid of mice.
2. How to keep your room clean.
3. How to keep your dog clean.
4. Different ways to get rid of waste.
5. How to keep the back yard clean.
6. How to make a fly swatter.
7. How to care for school property.
8. The best rat trap you ever saw.
9. How to get rid of mosquitoes.
10. How to keep vermin out of the chicken house.

Outside of class write your talk as a report to the teacher. Make it one paragraph.

143. Finding the Right Word. What names are given to the following objects? What is the purpose of each? How do they differ? How are they alike? How are they useful in keeping a home clean? Make lists of things to put into each. Sort this list.

eggs	milk	clothes	candy	sewing	flowers
fruit	oil	medicine	grapes	grapejuice	potatoes

Dictation. Tell about the three lives of the caterpillar described in this poem. Copy the poem. Be careful of quotation marks:

[1] I creep upon the ground, and the children say,
"You ugly old thing!" and push me away.

[2] I lie in my bed, and the children say,
"The fellow is dead! We'll throw him away!"

[3] At last I awake, and the children try
To make me stay, as I rise and fly.

144. Compound Subjects and Predicates: Conjunctions. Name the subject substantives and the predicate verbs in the following sentences:

1. The robins stay near the house.
2. The sparrows twittered.

In the following sentence, notice that the same thing is said about "robins" and "catbirds."

The robins and the catbirds stay near the house.

Two or more connected subject substantives having the same predicate are called a *compound subject*. "Robins and catbirds" is a compound subject.

In the following sentence notice that two things, "twittered and chirped," are said about "sparrows."

The sparrows twittered and chirped.

Two or more connected predicate verbs having the same subject are called a *compound predicate*. "Twittered and chirped" is a compound predicate.

What word connects the two subjects and the two verbs? A word that connects words or groups of words is called a *conjunction*. "And" is the conjunction most often used. It always adds an idea.

Remember: *A* **conjunction** *connects words or groups of words.*

An Exercise. Point out the conjunctions in the selections on pages 283, 286, and 288. Tell which words they connect.

145. **A Grammar Exercise.** Play the game of "Hold the Fort." A pupil comes to the board and writes a sentence. He tells the subject and the predicate. Then, beginning with a certain aisle, pupils name words in the sentence and ask which part of speech each word is. The pupil at the board "holds the fort" as long as he answers correctly. When he makes a mistake the pupil who gave the word takes his place.

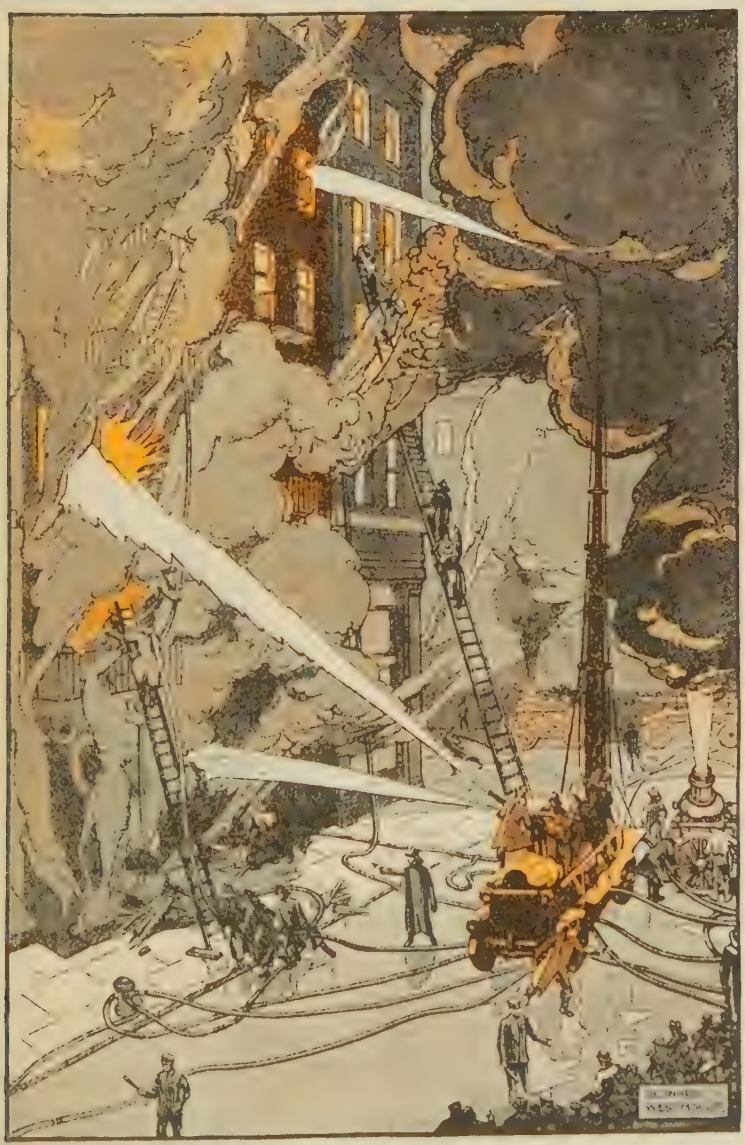
Words like "Pshaw!" that express emotion are called *interjections*. Such words, as well as sentences that express strong emotion, are followed by the exclamation mark (!).

1. The man cleaned the cellar because much trash endangered the house.
2. He worked diligently and efficiently until noon.
3. He found moldy potatoes in a damp bin in the cellar.
4. The rats gnawed the biggest potatoes and carried smaller ones to their holes in the wall.
5. The mother says that she cleans the cellar in the spring and in the fall.
6. Mercy! That's the fire-alarm!

Breaking a sentence up into its parts is called *analysis*.

146. **Conversation and Picture Study.** One of the best results of Clean-up Week is that it may prevent fires. Would an insurance company rather insure a clean house or a house full of trash? Why? Tell how fires may be started accidentally. Describe the picture on the next page.

How are fires started in cities? What should you do if a fire breaks out? How are forest fires started?



147. **Making an Outline.** Make an outline of the following paragraph so that each sentence idea is mentioned:

How Forest Fires Start

[1] Forest fires start in many ways. [2] Suppose a hunter or a fisherman to be camping out for the night. [3] Of course he has a camp fire. [4] It burns all night, and all goes well. [5] Early in the morning the hunter rises. [6] He piles more wood on his fire, which has burned down during the night, cooks his breakfast, eats it, and sets out. [7] He is in a great hurry, and does not take the trouble to see that his fire is out before he leaves. [8] It would take only a few minutes of his time; but hunting and fishing are best early in the day, and so he goes off hastily. [9] Soon after sunrise the wind comes up. [10] The camp fire is still burning as the hunter left it. [11] The wind strikes the fire and picks up some of the burning coals. [12] They scatter to right and left, until there are a dozen fires in place of one.

J. Gordon Dorrance: *The Story of the Forest*

148. **A Pronunciation Game.** Arrange in five different positions and pronounce.

mā mē mī mō mū

A Talk to the Class. (*a*) How Fires Start, or (*b*) What to Do in Case of Fire.

149. **Handwork.** Make a poster to act as a warning against fire. Print three sentences as warnings.

150. **A Letter about Posters.** Arrange posters on the blackboard ledge and vote for the best.

Write a letter to the principal, offering to lend the best poster to be put in the main corridor for two weeks. Make an envelope and address it. The best letter will be sent.

151. Finding the Facts. We are going to decide which is the most interesting half-mile walk within a mile of the schoolhouse. The first thing to do is to get ideas on the subject. Let each member of the class suggest a walk. Think which one you like best.

What makes a street or a country road attractive? What shall we think about in deciding?

Write on the board all the walks suggested. At the end of the period vote for the one that you like best. Strike that name from the board. Then vote again to find the "next most interesting." These two walks we shall investigate.

152. A Pronunciation Game. To form a good tone close the lips and hum *m*. Then open the lips and continue humming.

A Talk to the Class. Divide the class into two groups, one group for each walk. Tell all the good things you can think of for your walk.

153. Making an Outline. Make an outline of (*1*) what you can see on your walk, and (*2*) reasons why the class should take that walk.

In class discuss (*1*) and (*2*) in making the outline. Did you mention *all* the important things you could see? Did you give *all* the reasons for going? Rewrite the outline.

154. Seeing Things Completely. What do you think these might be if the drawings were finished? Make a list of things

you would have to say about each to make a picture of it, as is done in the outline of the wren below.

Color .....brown
Size.....smaller than a canary
Shape.....like a canary, but with bobbed tail
Actions....twittering, prying, sociable

Writing about a Walk. Use your improved outline and write a paragraph about the walk you prefer, describing it clearly or telling why you prefer it.

155. Brevity in Speech. It is always better to say what you think in the fewest words needed to bring out the thought. Nobody likes to hear you talk in a roundabout way. For instance, do not say "in back of" for "back of" or "behind."

Which of the following words are not needed?

1. Where are you at?
2. He says says he ——.
3. New beginners ——.
4. They went and took ——.
5. I haven't got red hair.
6. Elevated up ——.
7. This here man ——.
8. I'd like for to go.
9. They had a free pass.
10. They agree for to keep —.
11. For why are you here?
12. They returned back.

Remember: Say what you mean, and say it in the fewest words needed to bring out all the meaning.

Correcting Sentences. Which words are unnecessary?

1. Where is this here book at?
2. My sister she has a free pass to the play.
3. The boys were in back of the station.
4. My father he said it was not right for to go.
5. They made a new beginning.
6. She says says she that those there cherries are spoiled.

7. He hasn't got a black eye.
8. They went and took their books home.

156. **Writing an Invitation.** Write an invitation to another pupil in your school to go with you on your most interesting walk to-day or to-morrow after school. Deliver the note yourself.

An Analysis Match. Make up sentences for "Hold the Fort" (page 300). See whether you can tell what parts of speech the words are in the sentences.

157. **Subject and Predicate.** Which words are talked about in the following sentences?

1. The boys in the class preferred the country walk.
2. The walk by the river led to the country.

"Boys" is talked about in the first sentence. Therefore it is the subject substantive. But it is not the complete subject, which is "The boys in the class." In every sentence there is a noun or a pronoun which is talked about, like "boys" in the first sentence. That word is called the *subject substantive*. The complete thing talked about is called the *complete subject*.

The verb "preferred" in the first sentence is called the *predicate verb*. All that is said about the subject is called the *complete predicate*. "Preferred the country walk" is the complete predicate. In the second sentence find the parts similar to this:

Subject substantive	*Predicate verb*
boys	preferred
Complete subject	*Complete predicate*
The boys in the class	preferred the country walk.

The teacher will dictate ten sentences. Point out the subject substantive and the predicate verb and the complete subject and predicate in each.

Remember: Every sentence has a ***subject substantive*** *and a* ***predicate verb****. Every sentence has a* ***complete subject*** *and a* ***complete predicate****.*

158. **An Analysis Exercise.** Play "Hold the Fort" with the sentences on pages 226, 232, 278, and 300. Tell which words are nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and prepositions.

Finding Facts to Make a Comparison. To make a true comparison between the two walks that have been planned by the class, you should take both walks after school and see them for yourself. You have taken one walk. Take the other.

159. **Conversation and Outline.** Talk about the things you have seen on both walks. Find an objection to each walk. Find something good to say about each.

On the board block in what can be said for both walks, taking each separately.

☆ 160. **A Pronunciation Game.** Find other words with short vowels and pronounce them:

ăm ĕnd ĭll ŏdd ŭp

A Talk to the Class. Separate the class into the two groups. You will come forward alternately and tell why the class should take your walk.

At the end of the period let the class vote to see which walk won. Take the walk.

PROJECT LVII. MAKING A PROGRAM FOR YOUR MOTHERS

161. Study of a Selection. Read through the following story and be ready to tell what it is about:

Benefits Forgot

[1] "Is this Dr. Jason Wilkins?"

"Yes."

The soldier drew a heavy envelope carefully from his heart, and handed it to Jason. Jason opened it uneasily. This is what he read: "Show this to Surgeon Jason Wilkins, — Regiment, Richmond, Virginia. Arrest him. Bring him to me immediately. A. Lincoln."

Jason whitened. "What's up?" he asked the orderly.

"I didn't ask the President," replied the orderly dryly. "We'll start at once, if you please, doctor."

[2] In a daze Jason left for Washington. The next day at noon the orderly called for him. Weak-kneed, Jason followed him to the White House. An hour of dazed waiting, then a man came out of a door and spoke to the man at the desk —

"Surgeon Jason Wilkins," said the sentry.

"Here!" answered Jason.

"This way," jerked the orderly, and Jason found himself in the inner room, with the door closed behind him.

[3] The room was empty, yet filled. There was but one man in it besides Jason; but that man was Mr. Lincoln, who sat at a desk, with his somber eyes on Jason's face — still a cool young face, despite trembling knees.

"You are Jason Wilkins?" said Mr. Lincoln.

"Yes, Mr. President," replied the young surgeon.

"Where are you from?"

"High Valley, Ohio."

"Have you any relatives?"

"Only my mother is living."

"Yes, only a mother! Well, young man, how is your mother?"

Jason stammered, "Why, why — I don't know!"

"You don't know!" thundered Lincoln. "And why don't you know? Is she living or dead?"

"I don't know," said Jason. "To tell the truth, I've neglected to write and I don't suppose she knows where I am."

[4] There was silence in the room. Mr. Lincoln clinched a great fist on his desk, and his eyes scorched Jason. "I had a letter from her. She supposes you dead and asked me to trace your grave. What was the matter with her? No good? Like most mothers, a poor sort? eh? Answer me, sir."

Jason bristled a little. "The best mother that ever lived, Mr. President."

"Ah," breathed Mr. Lincoln. "Still you had no reason to be grateful to her! How'd you get your training as a surgeon? Who paid for it? Your father?"

Jason reddened. "Well, no; father was a poor Methodist preacher. Mother raised the money, though I worked for my board mostly."

"Yes; how'd she raise the money?"

Jason's lips were stiff. "Selling things, Mr. President."

"What did she sell?"

"Father's watch — the old silver teapot — the mahogany hat-box — the St. Bartholomew candlesticks. Old things, mostly, beyond use except in museums."

[5] Again silence in the room, while a look of contempt gathered in Abraham Lincoln's eyes. "You poor fool!" said Lincoln. "You poor worm! Her household treasures, one by one — for you. 'Useless things — fit for museums!' Oh, you fool!"

Suddenly the President rose and pointed a long bony finger at his desk. "Come here, and write a letter to your mother!"

Jason stalked obediently over and sat down in the President's seat. Under Lincoln's burning eyes he seized a pen and wrote his mother a note.

"Address it and give it to me," said the President. "I'll see that it gets to her." Then, his stern voice rising a little: "And now, Jason Wilkins, as long as you are in the army, you write to your mother once a week. If I have reason to correct you on the matter again, I'll have you courtmartialed."

[6] Jason rose and handed the letter to the President. Abraham Lincoln took another turn or two up and down the room. Then he paused before the window. Finally he turned to Jason.

"My boy," he said gently, "there is no finer quality in the world than gratitude. There is nothing a man can have in his heart so mean, so low, as ingratitude. Even a dog appreciates a kindness, never forgets a soft word or a bone. And, next to the Creator, there is no one we should give honor to as much as to mothers."

Another pause. "You may go, my boy." And Lincoln shook hands with Jason, who stumbled from the room.

HONORÉ WILLSIE: *Benefits Forgot**

How does Lincoln show his skill as a questioner? Read the dialogue aloud.

What does your mother do at home to make you all comfortable and happy? How should you miss her if she went away? What things do you do to help her?

102. A Pronunciation Game. Sound *v* very distinctly:

The very vivacious but villainous villain vaunted in vain.

A Talk to the Class. Choose one of the following:

(*a*) Retell in relay the story of "Benefits Forgot."

(*b*) Tell what you do at home to help your mother.

163. Writing a Paragraph. Choose one of the subjects for the talk and write it in one paragraph.

* Reprinted from "Benefits Forgot," by Honoré Willsie, with permission of Frederick A. Stokes Company.

Correcting and Copying. In class strike out all the words that are not necessary. See that all the sentences are right. Copy your paragraph in your best handwriting.

164. Verbs that Do Not Express Action. There are a few verbs that do not express action but merely connect, join, or link together various ideas. In the following, which two ideas in each sentence does the verb link?

1. Mary looked lovely in her new dress.
2. Tom became quite ill from eating too much candy.
3. Their mother remained at home to look after Tom.
4. Their mother is a little woman with brown hair.
5. The medicine tastes bitter to Tom.
6. Tom feels better on account of his mother's care.
7. Mary's flowers smell sweet.

Remember: Some verbs link ideas together and do not express action.

Writing Sentences. Write sentences with ten of the following linking verbs:

am	are	appear	will be	remain	had been	smell
was	is	become	should be	seems	has been	sound
were	look	feel	appears	shall be	have been	taste

165. Discussion and Making an Outline. On the next page is given a talk. Discuss pro and con (for and against) for each topic. Which do you like best?

Make an outline of points for and against both sides.

Writing a Letter. Write an invitation to your mother to visit your class for your "Mothers' Program."

166. Review of Parts of Speech. You have learned that there are seven ways in which words are used:

A *noun* names persons, places, or things.
A *pronoun* stands for a name, or a noun.
A *verb* is an action word, or a word that asserts or links.
An *adjective* modifies a noun or a pronoun.
An *adverb* modifies a verb, an adjective, or another adverb.
A *preposition* shows relation between two words.
A *conjunction* connects words or groups of words.

Because these words have different work to do, or play different parts, they are called *parts of speech*.

Analysis. Find the subject substantives and the predicate verbs and the complete subjects and predicates:

1. Some mothers work from early morning until late evening.
2. The whole family like mother's baked apples best.
3. An early breakfast starts the day right.
4. An automobile full of people drove up to the house.
5. Relatives from a distance stayed for supper.
6. Mother looked too tired to get supper.

167. A Pronunciation Game. Do not say "iss" for *ess*.

goodness	coldness	queerness	usefulness	frankness
boldness	dullness	greatness	politeness	laziness

A Talk to the Class. Tell which you would rather be and why:

1. A carpenter or a plumber.
2. A soldier or a sailor.
3. A milliner or a dressmaker.
4. A shoemaker or a blacksmith.
5. A doctor or a lawyer.
6. A motorman or a conductor.
7. A farmer or a miner.
8. A grocer or a huckster.
9. A fireman or a policeman.
10. A minister or a writer.
11. A letter carrier or a stenographer.
12. A baseball player or a teacher.
13. A politician or a merchant.
14. A clerk in a store or a bank clerk.

168. Groups of Words as Parts of Speech: Phrases. In the following sentence which group of words describes the subject and which the verb?

The voice *of the mother* spoke *with pride.*

The italicized words do the work of an adjective or an adverb. A group of words, without subject and predicate, that is used as a part of speech is called a *phrase.* If it begins with a preposition, it is called a *prepositional phrase.*

A prepositional phrase that modifies a noun or a pronoun (*of the mother*) is used as an adjective. One that modifies a verb (*with pride*) is used as an adverb.

Remember: A ***prepositional phrase*** *is a group of words beginning with a preposition and used as an adjective or an adverb.*

An Exercise. Find prepositional phrases in the selection on page 302 and give the use.

169. Planning a Play. Read again the selection on page 307, and decide how you could play it. Where should the scenes be laid? What characters should there be?

What should the different characters do and say?

Let different pupils practice playing the story.

170. Arranging a Mothers' Program. See how well you can present the following program in a class period:

A STORY RETOLD IN RELAY (Page 307) . .	Six pupils
TALKS. *How I Help My Mother* (Page 309)	Ten pupils
TALKS. *What I Should Like To Be* (Page 311)	Ten pupils
A PLAY. *Benefits Forgot* (Page 312) . . .	Five pupils
AN EXHIBIT. *Booklets About America* . . .	The class

PROJECT LVIII. CHOOSING A NATIONAL HERO

171. Gathering Facts. No opinion should be formed that is not based on sufficient facts to make it worth while. In choosing a national hero, the class will first talk about the activities in which men have become great through achievement and service.

Art	Business	Engineering	Science	Army
Law	Ministry	Statesmanship	Medicine	Navy
Music	Invention	Manufacturing	Literature	Farming

What name is given to a man who becomes proficient in each of these? Write the names on the board. Who has done more for our country — the writer or the soldier? the doctor or the lawyer? the statesman or the inventor? the manufacturer or the musician?

Which of these groups of men is of greatest help during an epidemic? in opening up a new section of the country? in protecting our country?

172. Finding Examples. From Revolutionary War times to the present there have been great men in all these fields. Give the names of great men. Write on the board all the names mentioned. If each pupil gives five names, each field ought to be represented. Look in a history of the United States for information.

Consider each man mentioned. Why was he great? What was the best thing that he did for his country?

173. A Pronunciation Game. Sound *d* and *th* differently:

*D*on't *d*eny *th*em *th*ose *d*elights.

A Talk to the Class. Tell the class which man you think has done most for our country:

1. George Washington, the soldier.
2. Abraham Lincoln, the statesman.
3. Andrew Carnegie, the manufacturer.
4. Longfellow, the poet.
5. General Goethals, the engineer.
6. Marshall Field, the business man.
7. Thomas Edison, the inventor.
8. John Sargent, the artist.
9. Rufus Choate, the lawyer.
10. Daniel Webster, the orator.
11. Admiral Farragut, the sailor.
12. Wilbur Wright, the aviator.
13. Daniel Boone, the pioneer.
14. John Burroughs, the naturalist.
15. Theodore Roosevelt, the statesman.
16. Benjamin Franklin, the scientist and diplomat.

Voting. After the talks have been given, vote for the two great persons who you think were championed the best.

174. Use of Capitals. An epoch is a great period of time. Note how these periods of time are written. Tell which expressions are epochs, happenings, or documents.

1. General Grant was a great soldier during the *Civil War*.
2. Admiral Dewey was a great sailor during the *Spanish-American War*.
3. The liberties of the United States are based upon the *Constitution*.
4. The *Declaration of Independence* is a great document.
5. Knighthood flourished in the *Middle Ages*.

Remember: *Names of historical periods, documents, or great happenings are written with capitals.*

A Punctuation Review. Divide the class into two rival groups. Let each pupil make up questions to ask about the period, question mark, exclamation mark, comma, hyphen, colon, and capital letters. Pupils will begin at one end of the two lines and ask each other these questions. If some one fails to answer he drops out.

175. **Preparing for a Debate.** In several days you will have a debate to decide which of the two men voted for by the class shall be the national hero. In the meantime there is much that each member of the class must do. You must gather together more facts than you already have. Suppose you look up these two men in a history, or in the encyclopedia. Be ready to tell what else you have learned about them.

In class arrange on the blackboard all the facts you have under the two names.

Writing a Letter. Write a letter to the principal of the school (or some one else the class may designate) to serve with the teacher and a pupil elected by the class, as judges for the coming debate. The best letter will be sent.

176. **An Analysis Exercise.** Play "Hold the Fort." (See page 300.) Point out all the parts of speech in easy sentences that the class will make.

Pronunciation in the Dictionary. In the large dictionary in your school you will find certain marks called *diacritical marks* that show how the letters are sounded. Each mark indicates a special sound.

In Webster's "New International Dictionary" the diacritical marks are printed at the bottom of the page thus:

āle, senāte, câre, ăm, ȧccount, ärm, åsk, sofȧ; ēve, ẽvent, ĕnd, recĕnt, makēr; īce, ĭll; ōld, ôbey, ôrb, ŏdd, sŏft, cŏnnect; ūse, ŭnite, ûrn, ŭp, circŭs, menü; fo͝od, fo͝ot; out, oil; chair; go; sing, iŋk; then, thin; nat͟ure, verd͟ure; yet; zh = z in azure.

Remember: Look at the bottom of the page to find the key to pronunciation in the dictionary.

177. Ways to Get Variety. Notice the following:

Adjectives or Adverbs	Adjectival or Adverbial Phrases
1. They worked *diligently.*	1. They worked *with diligence.*
2. A *beautiful* woman commands attention.	2. A woman *of beauty* commands attention.
3. A *brainy* man wins success.	3. A man *of brains* wins success.

The sentences in the second column mean the same as the sentences in the first column.

Remember: Get variety by substituting phrases for adjectives or adverbs.

How do the following sentences differ? Name the subject and the predicate.

1. Into the thick of the fight plunged Washington.
2. Washington plunged into the thick of the fight.

The first sentence is inverted because the predicate is placed first. Turn to the selections on pages 302 and 307, and see which sentences are inverted.

Remember: Get variety by placing the predicate first, that is, by inverting the sentence.

178. **Finding both Sides in a Discussion.** A conversation is talk between two or more persons, in which each adds something to the subject. It is like unfolding something, or building up a picture by giving more details. On the other hand, discussion not only gives the facts but it weighs them and sifts out the good from the bad. It says, for instance, "This is true, but on the other hand, we find" and then it gives a fact that weakens the force of the first fact.

In choosing a national hero there will be good things to say for each candidate. There will also be objections that may be advanced against each candidate. If you are going to win for your candidate you must make your "good things" outweigh the objections offered.

Discussion. Find reasons for and against each candidate as a *national* hero.

179. **Making an Outline.** You will now make a full outline of what you want to say in favor of your candidate. There will be two important heads: (*I*) reasons why you want him chosen as national hero, and (*II*) objections to the other candidate.

180. **A Breathing Game.** See page 257.

A Talk to the Class. Make your speech in favor of your candidate. Follow your outline. The judges will sit in the back of the room and keep notes. A pupil will preside. Make this the best talk of the year.

A Decision. The judges will pass to the corridor after the talks are given and reach a decision. The principal will announce the decision to the club.

181. **The Scout Idea: Knowledge.** There are several great organizations working to spread the scout ideas among boys and girls. What are they? Is there a branch where you live? Name some persons who belong to it.

What information do the boy scouts and the girl scouts, or the camp-fire girls, get from being in those organizations? What do you think is the most valuable thing that they learn?

What other means of education are there besides schools? What does each do?

182. **A Pronunciation Game.** Make up sentences to show the difference in pronunciation between *w* and *wh*.

1. *wh*irled — *w*orld
2. *wh*ether — *w*eather
3. *w*ither — *wh*ither
4. *wh*ich — *w*itch
5. *Wh*ig — *w*ig
6. *w*ind — *wh*ined

A Talk to the Class. Which of the following would aid you most in getting knowledge outside the schools?

1. Y.M.C.A.
2. Y.W.C.A.
3. Correspondence courses
4. Museums or galleries
5. Traveling
6. Libraries

183. **Writing a Business Letter.** Review pages 171 and 215. Write to your superintendent of schools, telling him the different ways you could continue your education if you had to leave school. The letters will be read aloud and the best letter will be sent. Make this the best letter of the year.

184. **The Scout Idea: Independence.** The selection on the next page gives you an idea of how Lincoln achieved his first independence through work.

Lincoln Tells How He Earned His First Dollar

"Did you ever hear how I earned my first dollar?" asked Lincoln of Seward.

"When I was eighteen years old, I had built a flatboat to carry some things we had raised to New Orleans. One day when I was looking at my boat, two men drove down to the shore with trunks and asked me whether I would row them over to the steamer.

"'Gladly,' said I, and put the trunks in my boat. The men seated themselves on them, and I rowed them out to the steamer. They stepped on board, and I lifted the trunks to the deck. Just as the steamer was about to start, each of my passengers threw a silver half-dollar into the bottom of my boat. I was overjoyed to think that I, a mere boy, had earned a dollar in less than a day. I was a more hopeful and thoughtful boy from that time."

How could you earn money? What did you do with your first dollar?

☆ 185. **A Pronunciation Game.** Do not say *ist* for *est*.

vainest	strongest	forest	longest	hottest
tallest	queerest	ablest	boldest	coldest

A Talk to the Class. Tell the class how you could earn a dollar, or how you did earn your first dollar.

186. **Use of the Dictionary.** After a word in the dictionary you will find abbreviations like *v.* or *n.* These abbreviations tell what the words do in sentences, or what parts of speech they are. The parts of speech are abbreviated, as follows:

n......noun	*adv.*..adverb	*a.*.....adjective
pron...pronoun		*prep.*..preposition
v......verb		*conj.*..conjunction

Analysis. Above each word in the following sentences write the abbreviation of the part of speech it is. When you copy the sentences, underline the subject substantives and the predicate verbs with straight lines and the modifiers with wavy lines.

1. Captain Read made the first trip across the ocean in an airplane.
2. The boy scouts worked diligently during the parade.
3. Boys and girls become scouts and serve their city.
4. Tom extinguished the fire in the kitchen with a bucket of water.
5. Eagerly the girls started the march down the street.

187. **Correct Use of Words: *Only.*** The little word *only* causes much misunderstanding if it is put at the wrong place in the sentence. It should be put as near as possible to the word it modifies. Tell how the following sentence changes when *only* is inserted at different places.

1. This book was lent only to Mary.
2. This book was only lent to Mary.
3. Only this book was lent to Mary.

On the blackboard write four variations of each of the following by inserting *only* at different places each time. Tell how the sentences differ in meaning.

1. I rode to town last week.
2. John will borrow the pencil for to-day.

188. The Scout Idea: Loyalty. Which sentence in the following selection do you think best expresses the scout idea of loyalty?

[1] We have room in this country but for one flag, the stars and stripes, and we should tolerate no allegiance to any other flag, whether a foreign flag or the red flag or the black flag.

[2] We have room for but one loyalty, loyalty to the United States.

[3] We have room for but one language, the language of Washington and Lincoln. THEODORE ROOSEVELT

What is meant by "the red flag" and "the black flag"? What does the American flag do for you?

After you have talked about this selection, sentence by sentence, copy it from dictation.

See which ten pupils can memorize this paragraph of Roosevelt's first.

189. Writing a Class Composition. Imagine that you are the American Flag speaking to the people of the United States. You will begin: "I am the American Flag." Then you will tell three things:

I. What I look like.
II. Where I live (at home and abroad).
III. What I do.

Make an outline first. Then compose the sentences. The best suggestions will be taken and written on the blackboard.

Each pupil will copy the composition, "I am the American Flag."

An Exercise. Vary the italicized expressions by changing to phrases or single words. Invert the sentences.

1. She has a voice *of power*.
2. The velvet has a look *of richness*.
3. She had a look *of mildness*.
4. They sang *joyfully*.
5. He is a boy *of thrift*.
6. They shouted *gleefully*.
7. It was *of a green color*.
8. It was a talk *of some length*.
9. We called *in vain*.

190. The Scout Idea: Pride in America. What is the chief thought of each stanza in the following poem? Look up in the dictionary the words that you do not know. Which lines do you think are the most beautiful? Which stanza do you think has the finest thought for a scout?

America the Beautiful

[1] O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

[2] O beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

[3] O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine
Till all success be nobleness
And every gain divine!

[4] O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

KATHARINE LEE BATES*

Which stanza has an idea in it like this of Roosevelt's: "Unless men are willing to fight and die for great ideals, ideals will vanish."

When men endanger the lives of others, which stanza do they not follow? Which stanza speaks of the future and sees better living conditions for everybody?

Remember: O used as a word is always capitalized.

Handwork. Make a scout poster. Print on it slogans for the four ideas given in this project. Copy under the slogans the selection by Roosevelt or "I am the American Flag," as worked out by the class on page 321.

Stand the posters on the blackboard ledge and vote for the best. The best poster will be presented to the school.

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PROJECT LX. MAKING AN AMERICANISM PROGRAM

191. A Program of Americanism. You will have an indoor program this month to celebrate your being Americans. You can also plan a flag raising in the schoolyard. You must get permission.

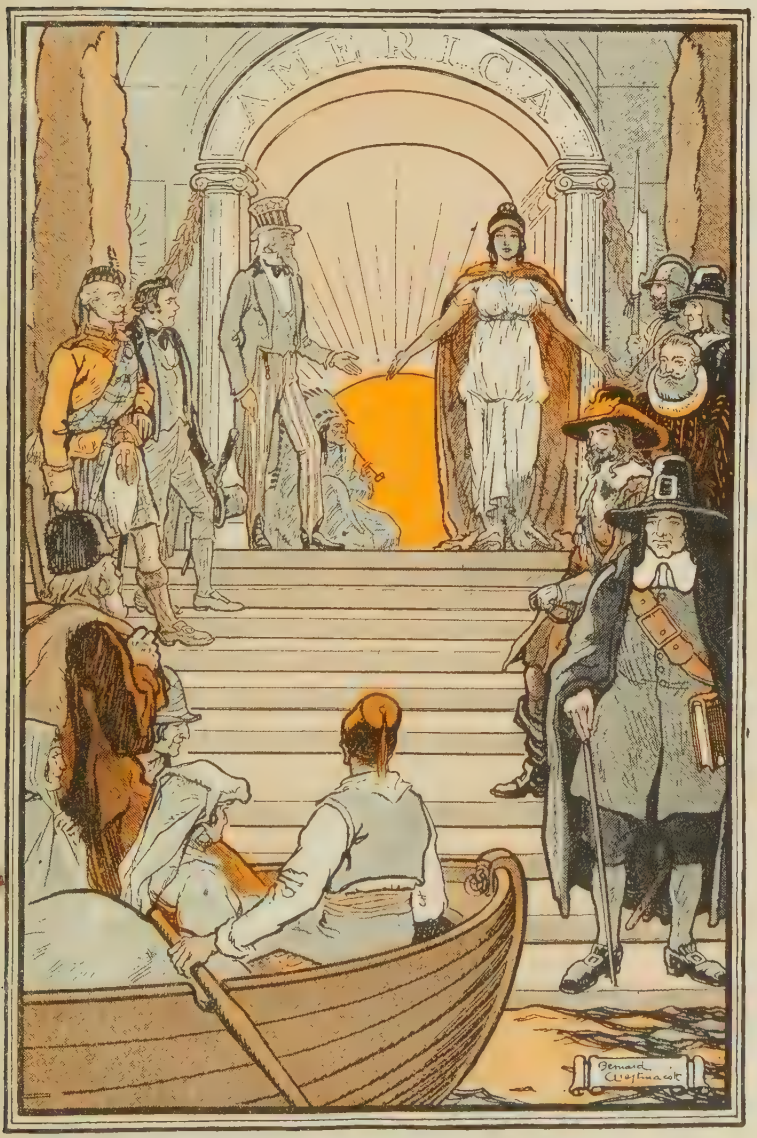
Writing a Letter. In class write a letter to the superintendent of schools. Use three paragraphs. In the first tell him what you are planning to do. Talk about this. Outline on the board the things you should mention. In the second paragraph ask for permission to have a flag raising. In the third invite him to be present.

192. Criticizing the Letter. 1. Are all the parts of the letter in the right places? 2. Are commas used at the right places? 3. Are there three paragraphs? Is each indented? 4. Is the margin right? 5. Enlarge the periods. Does each sentence begin with a capital? 6. Are all the words spelled correctly?

Correcting the Letters. Copy the letter correctly.

The best letter will be sent to the superintendent. The ten best letters will be posted on the board.

193. Picture Study. Look carefully at the picture on page 325 and be ready to tell the class what it means. The Indian was the first American. Next came the fearless English colonists, like the Pilgrims in New England and Captain John Smith's colony in Virginia, who broke the wilderness and made the first settlements. In these early days the French people explored the great valley of the Mississippi and settled in the South.


AMERICA

In later years, as this country was growing, people came from all parts of the world and sought our shores. Many of them came for the freedom that they did not have at home. They became good Americans because they believed in the things our country stands for.

Write on the board the names of peoples who have *immigrated*, or come, to America. Write on the board reasons that have brought them.

An Oral or Written Exercise. Make up words for the country or the people. See who can finish the sentences first:

1. A Russian lives in ——.
2. Italy, the land of music, belongs to the ——.
3. Many —— from Greece have restaurants in this country.
4. From —— come Chinamen to open laundries.
5. A Frenchman carries with him the politeness of ——.
6. From Holland comes the —— with his love of tulips.
7. From —— and —— come Swedes and Norwegians for the farms of the West.
8. The Scotchman brings with him the honesty of ——.
9. Wherever the —— goes he carries the humor of Ireland.
10. From Wales come the —— with music in their throats.
11. The Swiss bring with them the liberty-loving spirit of ——.
12. From Japan come the —— with their peculiar art.
13. From —— came Spaniards to colonize the new country.
14. The Englishman brought the literature of old ——.
15. Every American holds dear the liberty of ——.

194. Analyzing Sentences. Copy the sentences on this page on the board and analyze them. Find the subject substantives, the predicate verbs, and the modifiers.

Making a Blackboard Class Outline. Outline on the board the various nations of people. Tell things each nation might bring; as, Swiss people, love of mountains.

☆ **195. A Pronunciation Game.** Do not pronounce silent letters in:

ya*ch*t	*a*isle	*w*hose	ches*t*nut	of*t*en
s*w*ord	*h*eir	glis*t*en	*w*hole	Linco*l*n

A Talk to the Class. Tell which country you think has brought the most to America. Give a good reason.

England	Scotland	Sweden	Italy	Japan
France	Ireland	Norway	Greece	China
Holland	Switzerland	Spain	Wales	Russia

196. Writing a Speech. You have now heard talks about countries that have sent immigrants to America. The teacher will divide the above names among you. Pretend that you are the Spirit of that Country speaking. Follow this speech: "I am . . . (Give name of country). . . . My country lies . . . (Tell exactly where). . . . I am proud of my . . . (Tell what). . . . I have brought to America my . . . (What?). . . I have come . . . (To stay or to return to the old country)."

The best speech for each country will be copied on the board, so that everybody can see it.

197. An Americanism Pageant. On the next two pages you will find a little pageant which you can easily present in a school period because you have already composed the speeches. The teacher will assign the parts.

Read through the pageant, supplying the speeches you have already composed and copied on the board.

Peoples Who Have Come to America

Characters

Indian	Uncle Sam	Goddess of Liberty	Englishman
Swede	Scotchman	Frenchman	Dutchman
Italian	Greek	Irishman	Swiss
Norwegian	Russian	Welshman	Chinaman
	Spaniard	Japanese	

(*The* Indian *stands silent at the back of the stage.*)

Uncle Sam. Hark! A knocking at the gate! What can it be?

Goddess of Liberty. People seek our shore to enter our fair land. They come, seeking new homes, eager-eyed. Shall we let them in?

Uncle Sam (*generously*). Yes, let them in. Our land is big enough for all. Pray ask them why they come.

Goddess of Liberty (*goes to the door and whispers*). They say they long to make our land their own.

(Goddess of Liberty *opens the gate. Colonists enter.*)

Englishman. (Give his speech, composed on page 327)
Frenchman. (Give his speech, composed on page 327)
Spaniard. (Give his speech, composed on page 327)
Scotchman. (Give his speech, composed on page 327)
Irishman. (Give his speech, composed on page 327)
Swede. (Give his speech, composed on page 327)
Norwegian. (Give his speech, composed on page 327)
Welshman. (Give his speech, composed on page 327)
Dutchman. (Give his speech, composed on page 327)

(*These colonists group themselves with the* Indian.)

Uncle Sam. Welcome, friends. Our country is great enough for all. [*He recites "Our Native Land,"* page 3.]

(*An impatient knocking is heard at the door.*)

GODDESS OF LIBERTY. Dear me! What a to-do! (*She hastens to the door and whispers, then returns to* UNCLE SAM.) These later folks say they *must* come in. They gesture and make demands. They carry bags on shoulders.

UNCLE SAM (*kindly*). Let them in. The land is great.

(*The* GODDESS OF LIBERTY *opens the door. Other immigrants rush forward, some eager for liberty, others eager for self.*)

UNCLE SAM. Why do you come here? Answer.

ITALIAN. (Give his speech, composed on page 327)

SWISS. (Give his speech, composed on page 327)

GREEK. (Give his speech, composed on page 327)

RUSSIAN. (Give his speech, composed on page 327)

CHINAMAN. (Give his speech, composed on page 327)

JAPANESE. (Give his speech, composed on page 327)

GODDESS OF LIBERTY. Alas, they do not all love liberty.

UNCLE SAM (*sternly*). Out with you, who do not care for liberty. You are not even citizens!

CERTAIN IMMIGRANTS (*sneering*). You cannot put us out! We're in!

UNCLE SAM (*to the* GODDESS OF LIBERTY). In the days to come, none shall enter but those who are eager to become loyal Americans!

198. **A Pronunciation Game.** Find and sound the *k*, *tsh*, and *sh* sound of *ch*:

merchandise	children	checkers	orchard	chaos
mustache	Christmas	chiffon	champion	choir

Acting a Play. How could the characters be represented? Where will the stage be? What positions shall the various characters take on the stage?

Your parts have been assigned. Practice the play in class. Give the ideas in your own words.

199. A Civic Creed for Americans. In Chicago, where people from all the great countries of the world are learning to be true Americans, this "Civic Creed" was written for the boys and girls to learn. Talk about it.

A Civic Creed

[1] God hath made of one blood all nations of men, and we are his children — brothers and sisters all. [2] We are citizens of these United States, and we believe our flag stands for self-sacrifice for the good of all the people. [3] We want, therefore, to be true citizens of our great country, and will show our love for her by our works.

[4] Our country does not ask us to die for her welfare. [5] She asks us to live for her, and so to live and so to act that her government may be pure, her officers honest, and every corner of her territory a place fit to grow the best men and women, who shall rule over her.

MARY MCDOWELL

200. Giving an Americanism Program. In the class period present the following program. Arrange an exhibit of the booklets you have made during the year. Spread them on top of the desks. Invite several guests.

THE LANGUAGE PLEDGE (Page 210) . The class

RECITATION IN RELAY. *A Song for our Flag* (Page 105) . Five pupils

A DECLAMATION. *Roosevelt's Idea of Americanism* (Page 321) A pupil

A DECLAMATION IN RELAY. *A Civic Creed* (Page 330) . . Two pupils

A RECITATION IN RELAY. *The Flag* (Page 6) . . . . . Two pupils

A PLAY. *People Who Have Come to America* . . . Eighteen pupils

RECITATION IN RELAY. *America the Beautiful* (Page 322) . Four pupils

(The class will now go to the yard for a flag raising.)

A RECITATION. *Old Flag* (Page 213) . . . . . A pupil

THE FLAG SALUTE (Page 1) . . . The class

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4,88 ÷ .032

705.6 ÷ 084

725 ÷ 125

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